

VOLUME 1

AN INTERPRETIVE PHENOMENOLOGICAL ANALYSIS OF THE LIVED EXPERIENCES OF YOUNG
PEOPLE WITH A MODERATE HEARING LOSS ATTENDING MAINSTREAM SECONDARY SCHOOL

By

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ABSTRACT

Research indicates that children with hearing loss face a number of difficulties academically, socially and emotionally. Although there has been much research with the severe to profound deaf population there has been little research into the life experiences of children with moderate hearing loss who attend mainstream secondary schools. This research sought to address this by examining the experiences of five Year nine children with moderate hearing loss. Data was gathered through semi-structured interviews in the young person's school setting and was analysed using Interpretative Phenomenological Analysis. Although each participant had unique experiences there seemed to be a number of common themes arising including; coping and support, social acceptance, self-concept and confidence, auditory factors and teachers and learning. This study indicates that young people with moderate hearing loss continue to face social, emotional and academic challenges. With educational psychologists regularly visiting schools there appears to be a role for them in increasing deaf awareness and checking that young people with a hearing loss are receiving the necessary support.

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CONTENTS

CHAPTER 1.....	1
1. INTRODUCTION	1
CHAPTER 2.....	6
2. LITERATURE REVIEW	6
2.1. Defining the term ‘deaf’	6
2.2. The prevalence of deaf children in the UK.....	8
2.3. Policy and Good practice Guidelines.....	10
2.4. Previous research into deaf young people and their education.....	12
2.4.1 <i>Deaf children and educational attainment</i>	12
2.4.2. <i>Learning and cognition</i>	13
2.4.3. <i>Language development</i>	18
2.4.4. <i>Mental wellbeing</i>	21
2.4.5. <i>Social inclusion</i>	22
2.4.6. <i>Identity and self-concept</i>	24
2.4.7. <i>Assistive technology</i>	26
2.5. Research into the experiences of deaf children attending mainstream schools.....	27
2.5.1. <i>Facilitators of the inclusion of deaf children and young people in schools</i>	28
2.5.2. <i>Barriers to the inclusion of deaf children and young people in schools</i>	30
2.5.3. <i>Methods and limitations of previous studies from abroad</i>	34
2.5.4. <i>Methods and limitations of previous studies from the UK</i>	35
2.6. Current study.....	40
CHAPTER 3.....	42
3. METHODOLOGY	42
3.1. Introduction	42
3.2. Ontology and Epistemology	42
3.3. Interpretive Phenomenological Analysis.....	44
3.4. Method.....	45
3.5. Research Context	46
3.6. Ethics	47
3.6.1. <i>Ethical approval</i>	47
3.6.2. <i>Consent and right to withdraw</i>	47
3.7. Participants.....	48

3.8. Data collection and the use and design of the semi-structured interviews	51
3.9. Data Analysis	53
CHAPTER 4.....	56
4. FINDINGS AND DISCUSSION	56
4.1. Introduction	56
4.2. What, if any, are the facilitative factors to positive experiences in school for young people with moderate hearing loss?.....	56
4.3. Superordinate Theme: Coping and support.....	58
4.3.1. Sub-theme: Level of support and its impact.....	58
4.3.2. Sub theme: Coping strategies.....	61
4.3.3. Sub-theme: Outside professionals.....	65
4.4. Superordinate Theme: Social Acceptance	67
4.4.1. Sub-theme: Interpersonal relationships	68
4.5. Superordinate Theme: Self-concept and confidence.....	70
4.5.1. Sub-theme: Self-concept.....	71
4.5.2. Sub-theme: Acceptance of hearing loss	71
4.6. Superordinate theme: Auditory factors.....	74
4.6.1. Sub-theme: Radio aids.....	74
4.7. Superordinate Theme: Teachers and learning.....	74
4.7.1. Sub-theme: Importance of good teachers.....	75
4.8. What, if any, are the barriers to positive experiences in school for young people with moderate hearing loss?.....	76
4.9. Superordinate Theme: Coping and support.....	78
4.9.1. Sub-theme: Level of support and its impact.....	78
4.10. Superordinate Theme: Social Acceptance	79
4.10.1. Sub-theme: Social issues and functioning	79
4.10.2. Sub-theme: Social embarrassment.....	83
4.10.3. Sub-theme: Interpersonal relationships	86
4.11. Superordinate Theme: Self-concept and confidence.....	87
4.11.1. Sub-theme: Self-concept.....	87
4.11.2. Sub-theme: Emotional challenges.....	89
4.12. Superordinate Theme: Auditory factors	91
4.12.1. Sub-theme: Use of hearing aids	91
4.12.2. Sub-theme: Radio aids.....	95
4.12.3. Sub-theme: Auditory environment	98

4.13. Superordinate Theme: Teachers and learning.....	100
4.13.1. Sub-theme: Lessons and school work.....	100
4.13.2. Sub-theme: Exams.....	102
4.13.3. Sub-theme: Importance of good teachers.....	102
4.14. How do young people attending mainstream secondary school with a moderate hearing loss perceive themselves in relation to their peers?	105
4.15. Superordinate Theme: Self-concept and confidence.....	105
4.15.1. Sub-theme: Self-concept.....	106
4.16. Unique contributions of the study and main findings	108
4.17. Implications for Practice.....	110
4.17.1. Implications for Educational Psychologists	110
4.17.2. Implications for Educational Professionals	112
4.18. Limitations of the current study.....	113
4.19. Future research	114
CHAPTER 5.....	116
5. CONCLUSION	116
APPENDIX 1	121
Application for Ethical Review	121
APPENDIX 2	134
Letter and consent form for head teachers	134
APPENDIX 3	138
Letter and consent form for participants.....	138
APPENDIX 4	141
Letter and consent form for parents.....	141
APPENDIX 5	146
Interview schedule	146
Appendix 6	148
Participant work sheets/visual prompts to support interview questions	148
APPENDIX 7	153
Molly's transcript, typed up verbatim.....	153
APPENDIX 8	165
Analysed transcript with notes and initial/emerging themes.....	165
APPENDIX 9	203
Photo from the analysis process showing the emergent themes and initial groupings of related themes for each participant.....	203

APPENDIX 10	207
Patterns/ connections between and across interviews.....	207
REFERENCES	212

LIST OF FIGURES

Figure 1. Visual representation of the loudness and pitch of a range of everyday sounds (taken from NDCS, 2016 pp 16)	8
Figure 2. Themes that relate to positive experiences in school.....	577
Figure 3. Themes that relate to barriers to positive experiences in school.....	777
Figure 4. Themes that relate to the young person's self-concept	1055

LIST OF TABLES

Table 1. Audiometric descriptors (BSA, 2012)	7
Table 2. The school placements of deaf children and their communication mode (taken from the Consortium for Research in Deaf Education, 2015).	9
Table 3. Participant 'pen portrait' summaries	48
Table 4. The process used during data analysis (as suggested by Smith et al, 2009)	54

ACRONYMS

CRIDE - Consortium for Research in Deaf Education

EHCP - Education, Health and Care Plan

EP - Educational psychologist

IPA – Interpretive Phenomenological analysis

MMHL - Mild and moderate hearing loss

NatSIP - National Sensory Impairment Partnership

NDCS – National Deaf Children Society

TEP – Trainee Educational Psychologist

CHAPTER 1

1. INTRODUCTION

I am a trainee educational psychologist (TEP), employed during Years 2 and 3 of the Educational and Child Psychology Doctorate by a large county Educational Psychology Service in the West Midlands. This research is the first volume of a two-part theses and is a small-scale study which uses Interpretive Phenomenological Analysis (IPA) to explore the mainstream secondary school experiences of Year 9 pupils who have a moderate hearing loss.

I have always been interested in children who have a hearing loss, perhaps due to my early experiences of the local deaf school where my father worked as a deputy head. Watching him sign with his colleagues and pupils always fascinated me and I would regularly wonder what it would be like to have a hearing loss. This interest led me to do my level one in British Sign Language where I was taught by two Deaf sign language teachers who taught us about the language and opened our eyes to the Deaf culture and community which existed in the city.

During my first year on the Educational and Child Psychology Doctorate I focused one of my first assignments on children with hearing loss and their mental wellbeing. Researching this area made me realise some of the difficulties that this minority group can face (research in this area is discussed further in Chapter 2). At this point I decided that my thesis would focus

on children and young people with hearing loss. I started to read more on educating children with hearing loss and attended training days put on by 'The Ear Foundation' and the 'National Deaf Children Society' (NDCS) to start building my knowledge base. Training provided by NDCS focused on their recent research which indicated that the implications for children and young people who have a mild to moderate hearing loss may be underestimated and having a greater impact than previously recognised (Archbold et al, 2015). The research utilises the views of parents and teachers to explore and discuss the experiences of young people with mild and moderate hearing loss. My aim is to take this further by giving the young people a voice and exploring their experiences as recalled by them (further information on why Year 9 pupils with moderate hearing loss were chosen can be found in Chapter 3). By accessing these views professionals can gain a better understanding of what these young people might be experiencing on a daily basis, creating opportunities for conversations about individual pupil needs and the importance of personalised and targeted intervention and support.

IPA is an approach to qualitative, experiential and psychological research and is discussed in greater detail in Chapter 3. During IPA the researcher is immersed in the research approach and it is important that there is an ongoing process of reflexivity by the researcher regarding their subjective experiences (Coolican, 2004). Researchers do not access experience directly from a person's accounts, but through a process of intersubjective meaning-making (Larkin and Thompson, 2011). This means that the researcher needs to remain critically self-aware

in the way that their own values, experiences, interests, assumptions and preconceptions might influence the collection and interpretation of the data (Willig, 2001).

My position is in line with a social model of disability which suggests that it is society which disables people with 'impairments', including or excluding them from full participation in society. I struggle to use the language of disability and impairment as I feel that these terms can label and segregate people. Within Deaf culture terms such as hearing impairment and disability are shunned due to the underlying implication that this means there is something wrong with having a hearing loss. Within their culture, where deafness is understood and has a rich history, hearing loss is not disabling but another aspect of their identity to be proud of. However, not all people with hearing loss belong to the Deaf culture, instead living within the hearing world where their hearing loss may be seen as an impairment or disability.

During my time visiting schools as a TEP there seems to be a lack of deaf awareness and understanding of individual pupil experiences. I am aware that my own views on how inclusive secondary schools are may be slightly negatively skewed and I try to keep this in mind throughout the study, recognising that these are my preconceptions rather than the potential reality of the participants. Similarly I am aware that I have a preconception that teenagers often want to 'fit in' with their peer group and may reject or be in denial of anything that might set them apart from their peers. Again this is something that I will try to remain aware of from the start of the study so that when I am talking with the young people I remain open to whatever they are willing to share with me, getting interested in their

accounts rather than seeking to build evidence to support or dispute any thoughts about what their lived experiences might be. I acknowledge that I play a central role in this research and that my presence and contributions during the interview process will influence what the young people share and express. As a result, and remaining aware of my own preconceptions, I will try to choose my words carefully within the interviews, remaining neutral and exploratory as far as possible, reflecting on how I conduct each one prior to conducting the next.

Following this introductory chapter, Chapter 2 outlines a review of the literature on children and young people with hearing loss both from abroad and in the United Kingdom (UK). The latter part of the literature review focuses on previous research from the UK which has looked at the school experiences of children with a hearing loss.

Chapter 3 will outline the methodology used and will provide further explanation of IPA and the design of the study. The participants in the study will be introduced and ethical considerations considered. Following this a detailed description of the data collection and analysis is provided.

Chapter 4 discusses the findings in relation to the study's initial research questions, providing quotes from the participants to represent their views. Findings are discussed in the context of previous research and commonalities or disparities between current and previous

research attended to. The chapter will conclude by outlining some of the possible strengths and limitations of the study and implications for future research.

Finally, Chapter 5 will provide a conclusion to the thesis, summarising the key points that might be taken from the research.

CHAPTER 2

2. LITERATURE REVIEW

2.1. Defining the term 'deaf'

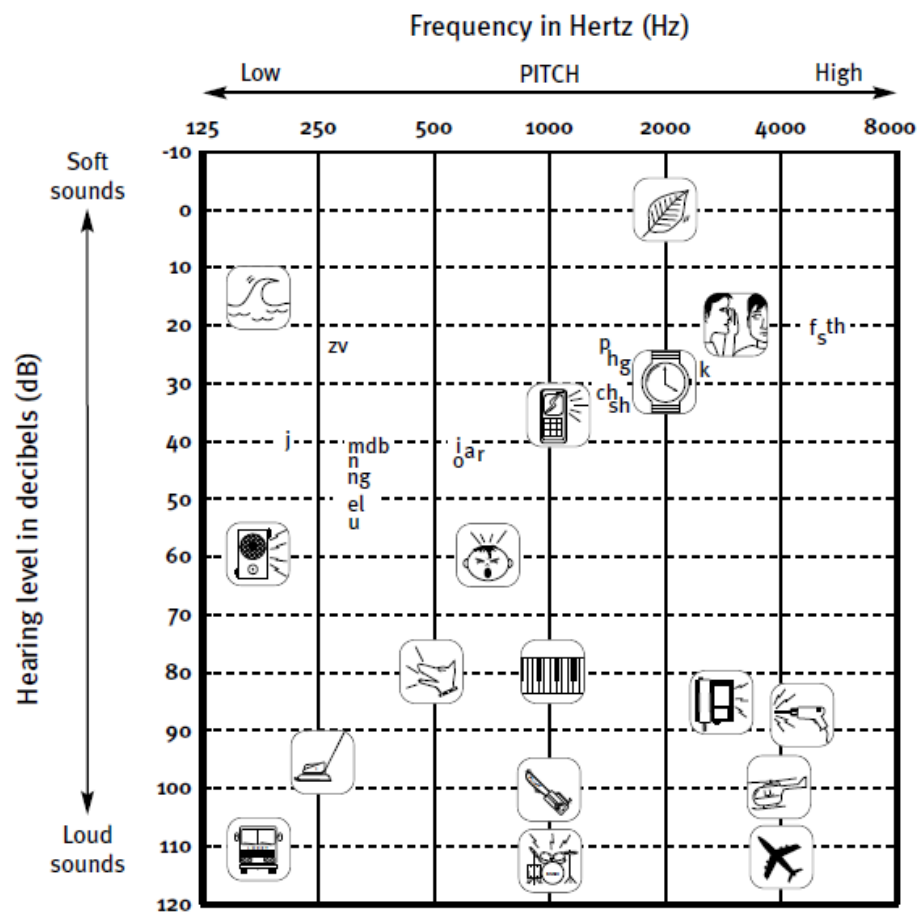
It is important to define what is meant by the term 'deaf' as from a medical perspective it can be used to describe people with a wide range of hearing loss. The level of a person's deafness may be mild, moderate, severe or profound and it is defined according to response to sound (see table 1). From a cultural perspective there are two terms, 'deaf' and 'Deaf'. Although they are often used interchangeably in society there is a clear cultural distinction between the two. The term 'Deaf' refers to someone who is a part of the Deaf community and Culture and who has sign language as their first language (in Britain, this is British Sign Language or BSL). The lower case 'deaf' in a cultural context is used to refer to someone who has a hearing loss but does not consider themselves to be a member of the signing community (Orlans and Erting, 2000). Within this literature review the term deaf will be used as an all-encompassing term including both those who are 'Deaf' and 'deaf'. This is due to much of the research not distinguishing between the two groups. Likewise much of the research that will be discussed fails to give demographic information about the participants and it is difficult to distinguish whether the sample of deaf participants have mild, moderate, severe or profound hearing loss or if the sample consists of participants across this range of hearing loss. Where this is unclear the term 'deaf' will be used as an all-encompassing term and will include all levels of deafness from mild to profound (as used by the Consortium for Research in Deaf Education, 2015). Where the extent of the hearing loss has been stated, the term 'hearing loss' will be used alongside the extent of the loss (mild, moderate, severe or profound). Table 1. Provides the descriptors of hearing loss as guided by the British

Society of Audiology (BSA, 2012). Using this information the National Deaf Children Society (NDCS, 2016) has provided a visual representation of what this means for someone with hearing loss (Figure 1).

Table 1. Audiometric descriptors (BSA, 2012)

Average hearing threshold levels (dB HL)	Descriptor
20 - 40 dB	Mild hearing loss
41 - 70 dB	Moderate hearing loss
71 - 95 dB	Severe hearing loss
95 dB+	Profound hearing loss

Figure 1. Visual representation of the loudness and pitch of a range of everyday sounds
(taken from NDCS, 2016 pp 16)



As can be seen by the diagram children with moderate hearing loss may struggle to hear certain sounds under 41 dB, which is likely to impact on their ability to follow oral communication.

2.2. The prevalence of deaf children in the UK

The number of deaf children in the UK has steadily increased since 2011 and there are currently at least 48,932 deaf children across the UK. Table 2 outlines some of the statistics

regarding these children, with regards to additional needs, school provision and communication mode.

Table 2. The school placements of deaf children and their communication mode (taken from the Consortium for Research in Deaf Education, 2015).

Additional needs/school attending/communication mode	Percentage of children (%)
Have some form of additional need	21
Attend mainstream school (with no specialist provision)	78
Attend mainstream school with a resource provision	7
Attend special schools for deaf children	3
Attend a special school not specifically for deaf children	12
Communicate using only spoken English or Welsh in school or other education settings	87
Use sign language in some form, either on its own or alongside another language	10

As the number of deaf children has steadily increased the services designed to support them have been reduced. In 2011 the National Deaf Children's Society (NDCS) expressed concerns that a significant number of services for deaf children were being reduced (a third of local authorities had cut services) and further reductions were expected. Although the eligibility for a deaf child receiving support is assessed using NatSIPs (National Sensory Impairment Partnership) Eligibility Criteria (NatSIP.org.uk), the extent of the support provided is

determined by service capacity. On average, each peripatetic Teacher of the Deaf has a theoretical caseload of forty seven deaf children (NatSIP, 2015). These teachers support students in both academic areas and non-academic areas such as self-advocacy, study skills, assistive technology and social skills (Antis and Rivera, 2016). Children with a greater hearing loss are often prioritised and more support given on average per week to those with severe hearing loss and profound hearing loss than those with mild to moderate losses (O'Neill, Arendt, and Marschark, 2014; Antia et al, 2009).

2.3. Policy and Good practice Guidelines

There have been a number of changes to legislation and guidelines over the last two decades that have had a direct impact on deaf children and young people in the UK. One of the main changes is the increase in cochlear implants. Every child in the UK who fulfils the criteria for cochlear implantation is entitled to receive treatment under the National Health Service and since 2009 are eligible for bilateral simultaneous implants (Raine, 2013). Cochlear Implants can provide children who have a severe to profound sensori-neural hearing loss with a sensation of hearing, which in a significant proportion of children can lead to normal or near normal oral language development (Edwards and Crocker, 2008). Between 2001 and 2006 the Universal Newborn Hearing Screen was implemented in England and Wales and between 2006 and 2011 74% of estimated eligible children aged 0-3 years had received implants and 94% by the age of 17 (Raine, 2013). Cochlear implants may be an option for children with severe or profound hearing loss, however, children with mild or moderate deafness are not eligible and continue to use other auxiliary aids.

The Special Educational Needs Code of Practice (DfE, 2014) promotes a drive for inclusive practice in schools stating:

“All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations” (SEN code of practice, 2014 p93).

‘Communication is the Key’ (Ofsted, 2012) outlines the key factors underpinning effective joint working across agencies with deaf children, drawing upon evidence from good practice case studies in three local authorities. Findings indicated that developing children’s skills, promoting deaf awareness in schools, access to specialist staff with an understanding of the child’s individual needs, and multiagency working to consider all of the child’s needs were crucial delivering high quality support. The NDCS also provide accessible guidelines for best practice when working with deaf children, including research for professionals and booklets and information for parents and teachers to help them support deaf children. Many of the resources are free and can be downloaded online (NDCS.org.uk) which is helpful for teachers at a time when recent legislation calls for them to be “responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff” (SEN code of practice, 2014).

2.4. Previous research into deaf young people and their education

Research into deaf children often includes children and young people with a range of hearing loss from mild to profound, without distinguishing between the groups. Therefore, as mentioned in the introduction to this chapter, the term deaf will be used as an all-encompassing term. Within this part of the literature review research relating to deaf children's education in relation to the following areas will be discussed; attainment, learning and cognition, language development, mental wellbeing, social inclusion, identity and self-concept, and assistive technology. Following this there will be a more in-depth look at the research into the experiences of young people attending mainstream schools both abroad and in the UK. Finally, the rationale of the current study and the research questions will be outlined.

2.4.1 Deaf children and educational attainment

Figures from the Department for Education on attainment for deaf children in 2015 show that just 41.1% of deaf children achieve 5 GCSES (including English and Maths) at grades A* to C in 2015, compared to 64.2% of children with no identified special educational needs and 57.1% of all children (NDCS, 2015). Although these figures are considered the most reliable, they do not include deaf children who have not been formally recorded as having a special educational need and excludes children where deafness is a secondary need (e.g. children with complex needs). Therefore, when cross-referenced with data from CRIDE (Consortium for Research in Deaf Education) approximately 42% of all deaf children were missing from

official statistics (NDCS, 15). Despite this drawback it is clear from the figures that many deaf children have lower than expected attainment. There are a number of possible factors that may impact on deaf children's learning experiences and attainment which are discussed in the following sections.

2.4.2. Learning and cognition

Some deaf children have noticeable strengths when compared to hearing peers and deaf sign language users generally have strengths in memory for visual-spatial information, locations in space, mental generation, manipulation of mental images and visual-motor co-ordination (Marschark and Hauser, 2012); all of which can be used to support learning. It is important to keep this in mind when working with young deaf people as there is much research detailing the difficulties that these young people can face.

Children and young people with mild to moderate hearing loss have to exert greater effort in schools (Archbold, 2015) and even those with a relatively mild hearing loss may exert more cognitive energy than their typically hearing peers, leaving them with less energy and capacity for processing what they hear, taking notes and other activities (Tharpe, 2008). Teachers report that these students appear to perform similarly to their classmates but that they are below national norms (Antia and Rivera, 2016) and academically behind their hearing peers (Daud et al, 2010). Deaf children may experience difficulties in language and communication, social interactions, executive function development, number operations, understanding of mathematics, conceptual knowledge and memory (Marschark and Hauser,

2012; Marschark et al, 2002). They face particular challenges with reading and research indicates that deaf children identify themselves as being less successful than their peers at reading (Marschark and Hauser, 2012; Marschark et al, 2002; Gregory, 1995). In a study by Harris and Terleksti (2010) UK deaf children aged 12-16 years with hearing aids were found to be almost 2 years below chronological age in reading comprehension and more than 3 years in decoding skills. Herman et al (2014) found that in a sample of seventy nine, ten-to-eleven year old children, half of the oral deaf children had reading difficulties and that just 29% of the deaf children emerged as average readers, with the rest categorized as poor readers (Herman et al, 2014). There have been similar findings in the Netherlands where deaf secondary school students on average performed at the age of an eight-year-old hearing student on a reading test (Wauters et al, 2006).

Linked with difficulties in reading, deaf children also appear to struggle with writing skills (Gregory, 1995). Deaf children appear to struggle to remember words and do not use sound similarity to recall lists of words, demonstrating a lack of use of phonological coding (Harris and Moreno, 2004). Research suggests they use more visual rather than auditory information when spelling and use a variety of strategies such as lip reading, signing, finger spelling and tactile-kinaesthetic feedback which can cue and miscue deaf children entirely differently from their hearing peers (Allman, 2002). These spelling difficulties can result in disadvantages, particularly in exams such as science, technology and geography which may include technical language which needs to be spelled correctly to gain marks (Wakefield, 2006). Typical 17-18 year old deaf students have been reported to write at a skill level

equivalent to 8-10 year old students (Marschark et al, 2002), although there is also research to suggest that deaf children and young people do make progress in their writing over time (Antia et al, 2009).

Deaf students have specific needs that may not be met adequately if it is assumed that, aside from communication differences, deaf students and hearing students are the same (Marschark et al, 2002). Deaf children seem to overestimate their abilities to comprehend text, as well as signed and spoken language (Marschark et al, 2012). They experience difficulties working collaboratively with peers, joining in with discussion type activities and consider the school curriculum to be inaccessible to them (Ridsdale and Thompson, 2002). Attending to two or more sources of information simultaneously requires constant attention switching and makes communication and learning more challenging for deaf students (Marschark et al, 2002). Even children with a mild hearing loss can have extreme difficulties with rapid turn taking and interruptions that would normally be found in group interactions (Stinson & Kluwin, 2011). They may mishear when in the classroom, have smaller vocabularies, and have greater difficulties in listening over distance and in noise than their hearing peers (O'Neill, Arendt, & Marschark, 2014; Marschark et al 2015). The physical setting in which lessons are taught is often overlooked even though children with hearing loss can have difficulties understanding spoken language in settings with significant amounts of background noise (Moeller et al, 2007). There appears to be an assumption that once students with hearing loss receive adequate amplification they need minimal support (Antia et al, 2009). Their mostly intelligible speech might mislead teachers into underestimating the

difficulties they experience with aspects of classroom participation such as understanding and processing information (Antia et al, 2009; Antia et al, 2010). Teachers should not assume the deaf students comprehend information as well as their hearing peers and need to monitor students' understanding frequently (Wilkins and Ertmer, 2002).

Research suggests that language fluency is necessary for optimal executive function development and children with poor language skills can be limited in a number of cognitive domains as a result (Marschark & Hauser, 2012). Section 2.4.3. outlines some of the language and communication difficulties that children with a hearing loss can have. Young people with a hearing loss who have language delays can experience distractibility, impulsivity, difficulties with emotional control and organisation, and behaviour problems; all of which are related to executive functioning (Marschark & Hauser, 2012). Executive functioning skills include metacognition skills and being able to regulate behaviour, important skills for thinking about how to problem solve and approach tasks, and for controlling emotions, thoughts and behaviours (Marschark & Hauser, 2012). These skills are important for social functioning and help to develop a better understanding of others and different points of view (Marschark & Hauser, 2012), which is important in the development of theory of mind; another ability that it is impacted by delays in language and as such is discussed further in section 2.4.3. Better scores on measures of both communication and executive functioning have been associated with more prosocial behaviour, behaviour problems, and fewer problems in peer relationships (Hintermair, 2013). Research suggests a relationship between social maturity and executive functioning in older deaf students

(Marschark et al, 2017). The cognitive abilities associated with controlling one's own behaviour appear to be associated with individuals' behaving in socially appropriate or inappropriate ways (Marschark et al, 2017).

A young person's communication and cognitive abilities can also have an impact on the school that they go to, which can have an effect on the social relationships they develop. In a systematic literature review by Batten et al (2013) increased educational integration with hearing peers was found to be positively associated with social competence with hearing peers and hearing acculturation. Batten et al (2013) refer to one study (Wolters et al, 2011) which found that deaf 12 year-old children in mainstream schools demonstrate lower antisocial and withdrawn behaviour with peers compared with children in segregated education. Although this study may not be generalizable to other age groups it indicates that children with hearing loss may fair better socially when included in mainstream education rather than separated off due to their learning or hearing needs. The benefit of being educated separately on occasion is that it can give pupils the opportunity of working in an acoustically appropriate environment, preparing and enabling them to work effectively in mainstream classes (Bennett and Lynas, 2001). However, the overuse of such resources can make it more difficult for deaf children to feel socially included in either setting due to the regularity of moving between classrooms (Slobodzian, 2009) and previous research suggests that fighting and teasing can take place within units settings (Gregory, 1995). For those children and young people educated in schools for the deaf, previous research suggests that students felt ill prepared for the hearing world and that the level of education received in

special schools can be very low (Gregory et al, 1995); although these findings may no longer represent the current situation.

2.4.3. Language development

Children who are identified as deaf early and receive early intervention have been found to demonstrate language development in the “low average” level compared to hearing children (Yoshinaga-Itano, 2003). Identification and intervention may decrease the effects of hearing loss on development but they do not eliminate them (Marschark and Hauser, 2008). The speech development of twelve month olds with hearing loss (n=10) has been found to be significantly less mature than that of a comparison group of hearing twelve month olds, despite identification shortly after birth and extensive use of hearing aids (McGowan et al, 2008). Although early identification and intervention are known to lessen delays most children with hearing loss have continued to reach pre-school age with significant language delays (Marschark and Wauters, 2008). Given the inconsistent and relatively impoverished language backgrounds of many deaf children, they frequently arrive at school less fluent in language than their hearing peers (Marschark and Hauser, 2008). This can be exacerbated by parents and other adults using restricted vocabularies in interactions with deaf and hard-of-hearing children, sometimes because of lowered expectations concerning a child’s knowledge or hearing and sometimes due to the adults’ own lack of skills in producing sign language or unambiguous oral communication (Calderon & Greenberg, 2003; Easterbrooks & Baker, 2002).

The majority of today's deaf students are functioning as auditory learners in mainstream hearing classes with English as their preferred or only language and they are expected to function as if their language development were similar to those of normally hearing students (Marschark and Hauser, 2008). Spoken language must be heard and limited hearing which results in reliance on vision and properly working amplification systems impact both the quality and quantity of language exposure (Marschark and Hauser, 2008). Even in a one-on-one situation deaf students who rely on spoken language lag behind their hearing peers in their receptive language skills (Arnold et al, 1999; Lloyd et al 2005). Deaf children face particular challenges in acquiring literacy skills (Kaiser et al, 2011), struggle to acquire new vocabulary, produce fewer words, know and use pronouns and verbs less frequently (Moyle et al, 2007), and have underdeveloped pragmatic language skills compared to hearing peers (Antia et al, 2011; Wolters et al, 2011). They are at a disadvantage in acquiring such skills as vocabulary, syntax and the basic knowledge that hearing children typically gain incidentally from overhearing the conversations of others (Carney and Moeller, 1998; Marschark and Hauser, 2008; Marschark and Hauser 2012). Research indicates that deaf students struggle with language comprehension and in a study by Marschark et al (2007) students who were strongly oral and used spoken language when playing a game understood each other only 44% of the time.

Difficulties in language development have been found to have a link with the social functioning of deaf students. Good communication skills promote social inclusion (Hadjikakou, Petridou and Stylianou, 2008) but where there are difficulties in this area

communication can pose an obstacle to interactions and making friends (Ridsdale and Thompson, 2002; Gregory et al, 1995) meaning that those with limited communication skills may have few if any friends (Gregory et al, 1995). Hearing peers often do not know how to solve such communication difficulties which can isolate deaf children (Nunes et al, 2001). Even in a family context where young deaf people and their families have established good communication it can still be an effort in group situations and the young person may feel they are being excluded from general information within the family; something which they also experienced with group situations with friends (Gregory, 1995). Friendships can be influenced by a young persons preferred communication and there is evidence to suggest that children using British Sign Language, attending schools for the deaf are more likely to have deaf friends, whereas those who were oral, attending mainstream schools are more likely to have hearing friends (Gregory et al, 1995).

When exploring behaviour problems, children with a hearing loss presented with higher behaviour problems than hearing controls (Stevenson et al, 2010). This did not appear to be related to the severity of the hearing loss but rather to be related with poor communication development and less well-developed language ability (Stevenson et al, 2010). Batten et al's (2013) systematic literature review highlights that oral communication such as speech intelligibility, the ability to improvise in conversations and pragmatic language skills are positively associated with social interactions, social behaviours and competency, popularity and relationships; indicating that a lack of skills in this area may result in social functioning difficulties. In addition to this language delays can impact on the young person's ability to

understand the thoughts and feelings of others (Peterson and Slaughter, 2006). Previous research indicates that young deaf people are delayed in their development of 'theory of mind' (Wellman and Peterson, 2013), even in their teenage years (Edmondson, 2006), an important skill in social functioning and predicting the behaviours of others. The exception to this appears to be deaf children who are native signers with signing deaf parents, with findings suggestion well developed theory of mind, equivalent to that of hearing peers (Wellman and Peterson, 2013).

2.4.4. Mental wellbeing

Research indicates that deaf children may be more vulnerable to difficulties in mental wellbeing (van Eldik, 2005; Remine and Brown, 2010; Fellingner et al, 2007; Moeller, 2007). Dutch research has suggested rates that were two to four times higher on problem scales than hearing children (van Eldik et al, 2004; van Eldik 2005) and the prevalence of psychosocial difficulties in Danish children with hearing loss aged 6-19 was 3.7 times greater than hearing children (Danmeyer, 2010). In Australia the prevalence of mental health problems for 11-18 year olds with hearing loss was 39%, with 40% of the respondents reporting internalizing problems and 37% reporting externalizing problems. Even in the younger group there was a prevalence of 35% indicating that this may be a problem before they start secondary school (Brown and Cornes, 2015). Problems can include somatic complaints and anxious or depressed feelings (van Eldik et al, 2004; Remine and Brown, 2010), emotional, behavioural and social problems, and particular difficulties in thought patterns, emotional regulation, psychosocial development and peer group interactions

(Fellinger et al, 2007; Remine and Brown, 2010; Musselman et al, 1996). Low self-esteem and confidence can lead to experiences of isolation (Archbold et al, 2015) and a lack of validation and social support for deaf pupils' identities can result in feelings of loneliness (Kent, 2003). This can be exacerbated during transition from primary to secondary school, when children move to an unfamiliar school at a time when they are also dealing with developmental issues such as puberty and the search for identity (Reddy et al, 2003). After the transition, when children encounter new classmates, deaf mainstream girls appear to be at risk of decreases in well-being (Wolters et al, 2012). It is difficult to establish if this is linked with their hearing loss or purely due to the transition as research suggests that there is also an increase in depression amongst hearing adolescents during transition (Reddy et al, 2003).

2.4.5. Social inclusion

Research indicates that deaf children may be socially marginalised or accepted at a superficial level and are seen as unpopular by their peers (Ridsdale and Thompson, 2002). Hearing students are more socially successful than their deaf peers (Marschark et al, 2012), prefer to have hearing peers as friends and struggle to know how to solve the communication difficulties they experience with their deaf peers (Nunes et al, 2001). Deaf students often experience difficulties communicating, initiating and maintaining interactions with hearing peers (Xie, Potmesil and Peters, 2014). Communication difficulties can pose obstacles to making friends (Ridsdale and Thompson, 2002) and deaf students who are

confused by the ‘unknown rules’, can become anxious and distrustful of interactions with their hearing peers (Israelite, 2002).

Education experiences can be in unsupportive environments in which the young person feels lonely, rejected, misunderstood, discriminated against or singled out for unwanted attention because of their hearing status (Israelite, 2002). Students can feel isolated, awkward and self-conscious when interacting with hearing peers, not wanting to attract unwanted attention due to their hearing loss and experiencing a need for “normalcy” (Punch and Hyde, 2005). Mainstream schools may allow for accommodations but only to the extent that the non-deaf are not impacted; acceptance is granted to those who comply with the majority (Slobodzian, 2009). Some schools have resource rooms or centres to support deaf students but overuse of such resources can make it more difficult for deaf children to feel socially included in either setting due to the regularity of moving between classrooms (Slobodzian, 2009).

However, there is also research to suggest that students with hearing loss have been well accepted in mainstream schools (Powers, 2002) and experience no more social isolation and no less social participation with their peers than normally hearing students (Punch and Hyde, 2005). Some young deaf people describe generally feeling happy and describe their social life as rich and varied (Gregory et al, 1995). Students may display resilience and develop strategies for improving their interactions with peers (Punch and Hyde, 2005). Those students who are included may not only flourish academically and socially (Israelite, 2002)

but also have higher levels of well-being in school (Wolters et al, 2012). Classroom participation has been linked with higher scores in quality of life and social contact (Hintermair, 2010) and communication skills and deaf awareness amongst peers and teachers promotes social inclusion (Hadjikakou, Petridou and Stylianou, 2008). Young deaf people express positivity about having contact with other children with hearing loss out of school (Hintermair, 2010). Students can feel a need to connect with peers with a similar hearing loss (Israelite, 2002) and deaf pupils report experiencing advantages of talking to other deaf pupils due to ease of communication, not feeling isolated and a shared understanding (Iantaffi et al, 2003). Communication is seen as crucial for social inclusion and research indicates that social inclusion is related to academic inclusion (Iantaffi et al, 2003; Ridsdale and Thompson, 2002).

2.4.6. Identity and self-concept

In the field of deafness the term 'identity' has very strong and specific connotations in relation to being a part of the Deaf community and therefore needs to be distinguished from self-concept (Edwards and Crocker, 2008). The self-concept of deaf people is not necessarily static but an ongoing search for belonging, accepting being deaf whilst finding a voice in a dominantly hearing society (McIlroy and Storbeck, 2011). A characteristic by which many deaf individuals identify themselves is the kind of school they attend (Marschark et al, 2002). Those attending mainstream schools often define themselves in relation to hearing people, with normal hearing as the standard (Israelite, 2002). This can cause the dilemma of wishing to be treated normally and not to be seen as different whilst needing to remind people of

their hearing related needs (Punch and Hyde, 2005). Emotional problems may arise if the deaf student perceives there to be inconsistencies between their self-concept and their experiences which cannot be resolved by altering their self-concept in a way that is acceptable to them (Edwards and Crocker, 2008). In mainstream schools young deaf people have the difficulty of trying to work out a set of 'unknown rules' for communicating and relating to hearing peers, whilst also existing separately from the Deaf cultural identity; they are trapped between two worlds resulting in a group of their own (Israelite, 2002).

Difference in hearing status can readily be construed in terms of normally hearing versus deaf, leading to the perception of inclusion or exclusion for the Deaf of hearing worlds (Edwards and Crocker, 2008). In a study into the experiences of children with mild to moderate hearing loss participants spoke about "others", "they" and "hearing people" implying self-concepts separate from their hearing peers and society which complicated their sense of inclusion (Dalton, 2013).

Inclusive settings can engender a strong sense of identification with being deaf and students can feel a need to connect with peers who have a similar level of hearing loss. These interactions can provide social support and validation of their identities (Israelite, 2002). However, where this is not the case there is evidence to suggest that deaf students aged eleven, thirteen and fifteen in mainstream school settings are more prone to being lonely than their hearing peers and that those who identify themselves as having a hearing disability are more likely to feel lonely or experience being alone (Kent, 2003). Kent calls for

more qualitative research in this area, with particular attention being given to young deaf people who do not identify themselves as having a hearing disability.

2.4.7. Assistive technology

Assistive technology can be a key factor that enables individuals with disabilities to participate in daily life and be socially included (Schneider et al, 2003). However, it is both a tool for achieving independence and a visible sign of disability (Scherer, 2002) and if the latter reinforces that stigma associated with disability individuals may avoid or resist using assistive technology (Polgar, 2010). The obviousness of some technologies such as body-worn FM receivers can cause a barrier as they are not stylish and may single out students with hearing loss from their classmates (Luckner & Muir, 2001; Kent and Smith, 2006). If technology is outdated or in poor working order utilization of the device may be hindered (Eriks-Brophy et al, 2006) and although there have been advances in hearing aid technology some hearing aid users have reported noisy and disturbing sounds to be problematic (Bertoli et al, 2008). In addition to this young people with mild to moderate hearing loss report that educators can fail to understand that assistive devices such as hearing aids, cochlear implants and FM systems are not a cure for hearing loss and that they may still miss information, particularly when background noise increases (Dalton, 2013).

Older students have been found to use assistive listening devices less frequently than their younger peers (Kent and Smith, 2006; Odelius, 2010) and develop enhanced listening strategies, reducing their use of auxiliary aids (Kent and Smith, 2006). If hearing aid use is

perceived as abnormal, usage is often disguised or negated, whereas if it is affirmed or accepted by family and friends the hearing aid user can feel more comfortable wearing them (Kent and Smith, 2006). This can be exacerbated by what is known as “the hearing aid effect”, where individuals with hearing aids are evaluated more negatively by teachers, parents and hearing peers on dimensions such as intelligence, achievement, and personality (Johnson et al, 2005; Ryan et al, 2006). There is research to suggest that students with mild to moderate hearing loss were more infrequent in their use of hearing aids compared to those with severe and profound hearing losses (Rekkedel, 2012).

2.5. Research into the experiences of deaf children attending mainstream schools

A number of potential barriers to deaf children’s attainment and some of the issues they deal with have been discussed. The following research focuses specifically on the experiences of deaf children attending mainstream schools and has come from Canada (Eriks-Brophy et al, 2006; Dalton, 2013), Cyprus (Hadjikakou, Petridou and Stylianou, 2008), America (Slobodzian, 2009), Germany (Hintermair, 2010) and the UK (Nunes et al, 2001; Ridsdale and Thompson, 2002; Iantaffi et al, 2003; Jarvis, 2003; Archbold, 2015). One study has participants from both the UK and USA (Marschark et al, 2012) and one literature review includes research from USA, Sweden, Australia, Israel and Spain, spanning from the years 2000 to 2013 (Xie, Potmesil and Peters, 2014). These studies will be discussed in relation to the facilitative factors and barriers that were found when exploring the inclusion of deaf children and young people in schools. Following this section 2.5.3. will look at the method

and limitations of the research which has been discussed from abroad and 2.5.4. will discuss the method and limitations of research from the UK.

2.5.1. Facilitators of the inclusion of deaf children and young people in schools

It is important for deaf students to feel included and satisfied with their school experience.

Deaf students who perceive classroom participation as satisfying have been found to have higher scores for quality of life in school, social contact with peers and good mental health (Hintermair, 2010). Studies highlight both the factors of others and the individual factors that the young people have which can facilitate their inclusion in schools. Some studies found that the majority of deaf children do not seem to encounter strong negative feelings in their relationships with hearing peers (Nunes et al, 2001), are included well socially and achieve reasonable academic standards (Hadjikakou, Petridou and Stylianou, 2008).

Academic inclusion can be facilitated by pre-tutoring sessions, in service training provided for designated teachers and modification of normal classroom delivery (Hadjikakou, Petridou and Stylianou, 2008). Deaf awareness amongst hearing peers and teachers is positively related to the social inclusion of deaf children (Hadjikakou, Petridou and Stylianou, 2008) and facilitative teaching included being deaf aware, managing noise levels in the classroom, being helpful, making lessons practical, interactive and fun (Iantaffi et al, 2003), speaking clearly and repeating what's been said, not talking for too long, making sure the speaker's face is visible for lip reading, checking comprehension, using visual support for language, using a assistive technology appropriately and monitoring others pupil's behaviour to reduce teasing and exclusion (Jarvis, 2003).

Successful inclusion requires commitment from numerous sources and respectful partnerships among key stakeholders (Eriks-Brophy et al, 2006). Itinerant teachers, parents who are actively involved in their child's education and can act as an advocate for their child, and peers who accept and include their deaf peers, anticipating difficult communication situations and filling the gaps in information, all facilitate inclusion (Eriks-Brophy et al, 2006). Pupils often reported support from friends in school both in terms of social inclusion and in lessons when additional explanations were needed and ideas could be shared and developed (Jarvis, 2003). At times being seen as different in a positive manner lead to additional provision which can lead to an inclusive school ethos, something which can be further supported by the teacher of the deaf who can raise deaf awareness (Jarvis, 2003). Generally pupils with hearing loss report that they need support some of the time with interpretation, understanding work and with activities such as writing, finding it difficult to access some lessons without this (Jarvis, 2003). In addition to this teachers of the deaf were seen as people who could sort out problems and offer emotional and academic support such as helping with work they found difficult and revising for exams (Jarvis, 2003).

As well as what others can do to support inclusion there are also certain skills and characteristics that a deaf individual can have which facilitate inclusion. These include well-developed speech, language and communicative skills (Hadjikakou, Petridou and Stylianou, 2008; Eriks-Brophy, 2006; Nunes et al, 2001; Nunes et al, 2001), their ability to advocate for their own needs within the school setting and assuming responsibility over their own learning (Eriks-Brophy, 2006). Communication is seen as crucial for social inclusion and

research suggests that social inclusion underpins successful academic inclusion (Iantaffi et al, 2003).

2.5.2. Barriers to the inclusion of deaf children and young people in schools

In contrast to the facilitative factors that have just been discussed there is research to suggest there are a number of barriers to the inclusion of deaf children and young people in schools. Findings suggest that deaf pupils are generally seen as unpopular by their peers, are socially marginalised and accepted at a superficial level (Ridsdale and Thompson, 2002). Overemphasis on the hearing loss can lead to unwanted attention (Iantaffi et al, 2003), coddling, under expectations of achievement and setting limits which can create barriers to inclusion (Eriks-Brophy, 2006). A lack of teacher deaf awareness and preparedness for teaching deaf students in mainstream classes impacts on communication and learning (Eriks-Brophy, 2006; Jarvis, 2003). Teachers may struggle to manage or understand audiological equipment, which can add to the embarrassment that the deaf child may already feel from wearing hearing aids or radio aids that make their hearing loss more visible (Ridsdale and Thompson, 2002; Jarvis, 2003).

Deaf pupils with a range of needs may have difficulty working collaboratively with peers or in joining in discussion type activities, preferring more practical lessons to language based lessons (Ridsdale and Thompson, 2002). Some teachers recognise the relative difficulty deaf pupils have in group work but tend only to conceptualise this in terms of the deaf pupil's misfortune in being poor communicators rather than conceptualising this barrier in terms of

curriculum delivery or teacher effectiveness (Ridsdale and Thompson, 2002). Teachers may have very little understanding of the perceptions deaf pupils have of school due to a lack of time and opportunity to relate to the young people on a one-to-one basis (Ridsdale and Thompson, 2002).

As well as a lack of understanding about deafness the terms used to describe deafness can create further misunderstandings. The terms 'mild' and 'moderate' give the incorrect impression that the impact of the hearing loss is 'mild' or 'moderate'. On the contrary, research shows that the impact of hearing loss on education, family and social and emotional well-being is greater than has generally been recognised (Archbold, 2015). Research from both the UK (Archbold, 2015) and Canada (Dalton, 2013) identifies some of the barriers that young people with mild and moderate hearing loss (MMHL) face. Young people with a MMHL reported that FM systems and academic support from educational assistants interfered with social interactions (Dalton, 2013). As reported by a number of pupils with varying degrees of hearing loss, children with a mild to moderate hearing loss also comment on difficulties understanding lessons, particularly when teachers walk around the classroom, turn to the board or turn the lights off (Dalton, 2013). Within Dalton's (2013) research it is highlighted that educators need to; understand the lived experience of students with MMHL with regards to having to explain their hearing loss, the frustrations they experience and the assistive devices they use; recognize the inherent contradictions that accompany having a hearing loss, taking into consideration their self-identity, stereotypes and attitudes, and the difference and shame they sometimes experienced;

attend to needs such as communication, learning and social, emotional needs taking into consideration practical things such as classroom instructions but also showing empathy and understanding. Parent reports of children with mild to moderate hearing loss suggest children with mild to moderate hearing loss face challenges with low self-esteem and confidence and may experience feelings of isolation. This seemed to stem from communication difficulties which created a barrier to interactions (Archbold, 2015).

Research suggests that deaf children face difficulties in communicating, initiating and maintaining interactions with hearing peers (Xie, Potmesil and Peters, 2014) and are aware that their own communication difficulties pose obstacles to making friends (Ridsdale and Thompson, 2002). This is exacerbated by hearing peers not knowing how to solve the communication difficulties between themselves and their peers creating a barrier to interactions (Nunes et al, 2001). Hearing pupils report preferring to have hearing peers as friends and the friendships of deaf children have been found to be more sporadic than those of hearing pupils (Nunes et al, 2001). However, research indicates that deaf pupils who form friendships with children who have similar hearing loss to their own outside of school experience some distinct advantages, such as ease of communication, not feeling isolated and shared understanding (Iantaffi et al, 2003; Ridsdale and Thompson, 2002). Whether having such friendships outside of school protects against feelings of isolation and social exclusion in school is unclear.

In addition to this deaf students often have to cope with the acoustically problematic environments that they are being taught in, reporting that classes are too noisy (Ridsdale and Thompson, 2002; Archbold, 2015) and that they are happier when they are in the school's specialist unit (Ridsdale and Thompson, 2002). However, when schools have resources such as specialist units, attention must be paid to the details of when and how such a service is offered (Slobodzian, 2009). Although the resource room can provide support for deaf students, consideration should be given to the impact of a complex daily schedule and socioemotional reality of requiring deaf students to constantly shuttle between two different classrooms, never feeling like they are complete members of either setting (Slobodzian, 2009).

There seem to be restrictions to the extent that schools will go to when 'including' deaf pupils. Sometimes the underlying foundation of the mainstream environment allows for accommodations, but only to the extent that the non-deaf majority are not overtly impacted (Slobodzian, 2009). In these environments deaf students learn that acceptance is granted to those who comply with the majority (Slobodzian, 2009). Although teachers of the deaf are often a facilitative factor for inclusion (Eriks-Brophy et al, 2006) and are appreciated for the support they provide in schools (Iantaffi et al, 2003), there is research to suggest that some deaf pupils feel they are over support at times (Jarvis 2003) or have experienced teachers of the deaf who were intrusive, interfering with academic work and friendships (Iantaffi et al, 2003).

2.5.3. Methods and limitations of previous studies from abroad

The studies that have been discussed vary in their approach and results. Hadjidakou, Petridou and Stylianou (2008) used data to identify correlations and suggest protective factors for deaf students. However, the questionnaire design and data gathered is questionable. From the study it is hard to determine whether the deaf children and young people had the necessary literacy skills to access the questionnaire. Questionnaires were linguistically modified by the researchers to meet the children's needs and some questions were ambiguous, poorly constructed and open to interpretation, making it hard to establish whether the data collected is valid and/or reliable.

A number of the studies identified difficulties and barriers to inclusion (Eriks-Brophy et al, 2006; Slobodzian, 2009; Hintermair, 2010; Marschark et al, 2012). However, there were limitations to these studies. Eriks-Brophy et al's study (2006) included participants that were reflecting on experiences that may have occurred over a decade ago and may now be outdated and both Slobodzian's (2009) and Dalton's (2013) studies, whilst in-depth and informative, were based on a small sample size (n=2 and n=3 respectively) and the unique experience of these participants may not be generalizable. Dalton's research outlines that the three participants were aged 18-21 years and were diagnosed with bilateral MMHL for a minimum of two years. As a result one of the participants is reported to have been 16 years old when they received their diagnosis. This may be a very different and unique experience compared with those who received a diagnosis at an earlier age and have gone through the majority of their school years using assistive devices and the possibility of additional support.

Hintermair (2010) used tools that were standardized on hearing children and included participants who ranged from six to eighteen years. The study lacked detail about any differences between schools and ages, generalising across the age groups. Teachers of the deaf already known to the children administered the survey, which may have impacted the students' answers and raises questions about whether the results truly reflect the experiences of the participants.

Finally, Marschark et al's (2003) research used a new research tool with questionable reliability and as they were postal questionnaires, control of variables such as understating, characteristics and linguistic ability of the respondent was limited. The results were presented as an amalgamation of the UK and USA, without addressing whether there were any differences in experience between the two countries.

2.5.4. Methods and limitations of previous studies from the UK

During my literature search I found four main UK studies specifically exploring the mainstream school experiences of deaf children, which have been discussed above (Nunes et al, 2001; Ridsdale and Thompson, 2002; Iantaffi et al, 2003; Archbold, 2015). Although Jarvis (2003) has also reported work in this area, which is discussed above, this paper was a result of the Iantaffi et al (2003) study and therefore the methods and limitations of this study are considered in relation to the larger study which informed Jarvis' (2003) paper.

Due to the method similarities in the Nunes et al (2001) and Ridsdale and Thompson (2002) studies there are some similar limitations. The methods used in both studies provided both quantitative data which identified how socially included the deaf children were and qualitative data which explored the potential reasons for the extent of the child's inclusion. The latter provided insight into the child's experiences, however considering the hearing children were questioned about their relationships with the deaf children, concern may be raised as to whether the line of questioning in itself singled out deaf pupils. Another ethical dilemma may be the use of the scaling and questions exploring how much the children and young people enjoy spending time with their peers. When using tools such as this it is important to consider the impact that these questions might have on the participants and the effect that shining a light on their friendships might have. The children and young people's feelings post-sociometric questioning should also be considered, as with such direct questions there may be a danger of children feeling guilty if they answer negatively about others.

Looking at the two studies separately there are also a number of questions around the methods used to collect data. In Nunes et al (2001) the authors report on a participant sample of 9 deaf pupils in years 5 and 6 across two mainstream schools without any further discussion around the individual differences within the sample, for example the extent of the children's hearing loss, communication mode, age or gender and therefore generalise findings across the sample rather than identifying if there were any differences. There also

seemed to be a lack of detail around how the interviews were analysed and there is a suggestion that the questions specifically focused on communication difficulties the function of friendships for the deaf pupils' hearing friends, although information about the interview schedule is not provided. In addition to this it is difficult to determine from the research how supported the main quotes used within the interview write up are, as there is little information about how many of the pupils felt this way, whether it is the opinion of the majority of the children or just one and whether it is an isolated experience of something more common amongst the participants.

Similarly to Nunes et al (2001), Ridsdale and Thompson (2002) fail to give details of the participants beyond the fact that the sample included three boys and one girl in Year 8 and 10 with hearing losses ranging from mild to severe. With just 4 participants it would have been interesting to know the extent of each person's hearing loss, which Year group they were in and what communication mode they used. This study involves little detail about how the data was analysed and in places there is an indication that the findings represent the views of all of the children with little evidence that this is the case, as supporting quotes may be from just one of the pupils rather than multiple.

In contrast to the two studies just discussed Iantaffi et al (2003) conducted a large scale nationwide qualitative study which provided an in-depth and exploratory analysis of deaf pupils' views on inclusion in mainstream schools. Eighty three key stage 3 (years 7, 8 and 9) pupils were interviewed and involved in focus groups between December 2001 and June

2002. A range of approaches was used to elicit the views of the young people involved, including; mind maps to show perceived positive and negative aspects of schooling, metaphor elicitation, brainstorming on helpful and unhelpful things that teachers do, repertory grids exploring the different roles played by adults involved in the pupils' learning process, role-playing through giving advice to rag dolls, and open-ended questions. The pupils were free to choose their preferred mode of communication during the interviews and focus groups.

Iantaffi et al's (2003) is one of the few that include Year 9 participants, although they comment that they were the most difficult group to access. Although this study provides more detail than others with regards to the number of male and female, the number of participants from each year group in Key Stage 3 and the number of participants with a moderate, severe and profound hearing loss, as with previous studies it fails to attend to the individuality of participants and generalises results across the ages and extent of hearing loss. There is little recognition that a Year 7 with a moderate hearing loss may have a very different account and experiences to a Year 9 with a profound hearing loss who is beginning to think about exams and their future. Although the research appears to identify similarities across participants it would have been interesting to explore whether there were any differences between age groups or between the categories of hearing loss.

One of the main limitation of Iantaffi et al's (2003) study, as well as the two discussed previously (Nunes et al, 2001; Ridsdale and Thompson, 2002), is that they were conducted

over a decade ago and there have been many changes which will have impacted on deaf children and their education. However, recent research funded by the National Deaf Children's Society (NDCS) indicates that there continue to be barriers to overcome (Archbold, 2015). It explored the experiences of young people with mild to moderate hearing loss by gathering information via parent and teacher interviews and online questionnaires. Following on from the online questionnaires 12 parents and 14 professionals were interviewed to explore the areas that emerged from the questionnaires in more detail. The age range of the children during the time of the interviews was 2 months to 18 years and 3 months, the largest range of any of studies previously discussed. The difficulty with such a large range is that some of the findings may only be relevant to one group within the study, for example parent with children in early year's education may well report very different experiences to parents who have 18 year old teenagers who may be looking to transition into adulthood. To gain a more in depth understanding of these children's and young people's experiences it may have been more beneficial to look at the different age groups separately. In addition to this although the study highlights a need to address the challenges that mild and moderate hearing loss bring to the home and school, it also recognises that further research needs to be done in this area and highlight that a useful extension of this research would be to talk to the children and young people themselves about their experiences. Indeed previous research from Gregory et al (1995) indicates that there can be a discrepancy between young people's and parent's views when discussing the young person's social life.

2.6. Current study

Recent research from abroad and in the UK would indicate that deaf children and young people continue to experience difficulties in school (Xie, Potmesil and Peters, 2014). With the number of Teachers of the Deaf declining since 2011 and reduced resources available to support deaf children, educational psychologists may need to play a more active role in supporting young people with a hearing loss. Educational psychologists are likely to work with children with hearing loss and their teachers and families as a part of their role, for example if asked to write a psychological advice for a deaf child's Education, Health and Care Plan (EHCP) and attend the subsequent annual reviews of the plan. During these plans and meetings they are in a position to help identify appropriate support for the child or young person. To be able to do this effectively educational psychologists (EPs) first need to understand deaf children and young people's experiences of school and the potential barriers and facilitative factors to both academic and social inclusion.

Previous research often generalises results across age groups and children and young people with varying degrees of hearing loss. Therefore, there is little research which recognises the individuality of these pupils. To do this each group should be looked at separately and only then can findings be attributed to those participants and differences drawn across groups. By generalising across young people with a hearing loss it is difficult to claim an in-depth analysis which is true to the individuals within the group. In addition to this few studies appear provide details about their interview schedule and analysis making it difficult to establish whether the results have been shaped by predetermined ideas or potentially

leading questions. The current study aims to fill a gap within the research by addressing some of these limitations. This study will focus only on Year 9 pupils with a moderate hearing loss and will seek to gain an in depth exploration of their experiences in secondary school. Unlike previous studies, IPA will be used to address the individuality of each participants experience and a detailed account of the analysis process will be provided to ensure transparency in the findings. By doing this it will also go towards filling the gap identified by Archbold (2015) and provide current research in the UK which represents the voice and lived experiences of Year 9 young people with a moderate hearing loss.

This study seeks to answer the following research questions:

- What, if any, are the facilitative factors to positive experiences in school for young people with moderate hearing loss?
- What, if any, are the barriers to positive experiences in school for young people with moderate hearing loss?
- How do young people attending a mainstream secondary school with a moderate hearing loss perceive themselves in relation to their peers?

CHAPTER 3

3. METHODOLOGY

3.1. Introduction

This chapter provides a rationale for the choice of methodology and research methods used for this research project. I will begin by discussing ontology and epistemology, my position in relation to these concepts and how this led to Interpretive Phenomenological Analysis (IPA) being chosen as an appropriate approach for the research project. Following this the method will be outlined in relation to the research context, ethical considerations, participants, data collection and data analysis. Finally, relevant aspects of validity and reliability, reflexivity and my position as the researcher will be discussed.

3.2. Ontology and Epistemology

Ontology is the nature of reality and what exists (Hudson and Ozanne, 1988; Punch, 1998) and epistemology the relationship between the researcher and reality, and how we achieve our understanding of reality (Carson et al, 2001). Whether a positivist or interpretivist approach is used lies in the ontological philosophy it adheres to.

Positivism is based on the belief that there is one objective reality to be discovered regardless of people's perspectives or beliefs (Hudson and Ozanne, 1988). In contrast to this, this study is in line with constructionism or interpretivism. It is based on the belief that a measurable and quantifiable objective world does not exist; therefore knowledge, truth and reality can never be truly known (Pring, 2004). Reality is seen as an interaction between the

objective and subjective. Therefore social phenomena and their meanings can only ever be viewed from an individual's perspective and are not definitive (Bryman, 2001; Cohen et al, 2007). Interpretive methodology aims to understand phenomena from an individual's perspective (Creswell, 2009) and the theory is usually grounded, being generated from the data rather than preceding it (Cohen et al, 2007). Interpretive methods yield insights and understandings of behaviour, explaining actions from the participant's perspective (Scotland, 2012). They often generate qualitative data and analyses often involve interpretations on the part of the researcher (Scotland, 2012)

I chose to use IPA as an approach rather than an approach such as grounded theory or thematic analysis due to my belief in the uniqueness of each individual's experience and their aim to gain an in depth account of this. Whereas grounded theory generally sets out to generate a theoretical account of a particular phenomenon (Smith et al, 2009) and looks for shared codes right from the beginning of the process merging and analysing accounts as one data set (Robson, 2002), IPA seeks to analyse each participant's data separately, only looking for comparisons across data at a later stage of analysis. This not only allows for individual accounts to be expressed and valued in their own right but also allows for differences as well as similarities to emerge from the data.

3.3. Interpretive Phenomenological Analysis

IPA is an approach to qualitative, experiential and psychological research which has been informed by three areas of the philosophy of knowledge; phenomenology, hermeneutics and idiography (Smith et al, 2009).

- Phenomenology is a philosophical approach to the study of experience, looking at what the experience of being human is like in terms of the things that matter to us, which make up our lived world. It provides us with a rich source of ideas about how to examine and comprehend lived experiences (Smith et al, 2009).
- Hermeneutics is the theory of interpretation. It includes ‘the hermeneutic circle’ which is concerned with the dynamic relationship between the part and the whole at a series of levels. To understand any given part, you look to the whole; to understand the whole you look at the parts (Smith et al, 2009).
- Idiography is the particular. IPA’s commitment to the particular is detailing and understanding how particular experiential phenomena have been understood from the perspective of particular people, in a particular context.

IPA is concerned with the detailed examination of lived experience and aims to enable the experience to be expressed in its own terms, rather than according to predefined category systems (Smith et al, 2009). It situates participants in their particular contexts, exploring their personal perspectives, and starts with a detailed examination of each case before

moving on to more general claims (Smith et al, 2009). It suggests that experience can be understood via an examination of the meanings which people impress upon it (Smith et al, 2009). It attempts to understand what it is like for someone whilst also analysing, illuminating, and making sense of something (Smith et al, 2009). This seems the most valid way in which to access and understand young deaf people's experiences in mainstream education.

3.4. Method

This study aimed to explore the experiences of Year 9 students with moderate hearing loss, who attend mainstream school by seeking to answer the following research questions.

- What, if any, are the facilitative factors to positive experiences in school for young people with moderate hearing loss?
- What, if any, are the barriers to positive experiences in school for young people with moderate hearing loss?
- How do young people attending a mainstream secondary school with a moderate hearing loss perceive themselves in relation to their peers?

Semi-structured interviews were used to gather information (see section 3.8 for more information on the design of the interview schedule) which was analysed using IPA. I chose IPA as I feel that the combination of phenomenology, hermeneutics and idiography supports my aim to understand the young people's experiences.

3.5. Research Context

The research was conducted with five young people who attended different mainstream schools in a county local authority in the West Midlands. Due to their attendance at a mainstream school, in a county which has no enhanced resource provisions or specialist schools for deaf children, many of the young people participating in the study were the only person in their class or even year to have a hearing loss. The focus on young people with moderate hearing loss arose due to research suggesting that children and young people with mild-moderate hearing loss are at risk of lower attainment and difficulties in social and emotional wellbeing. However, previous research had included parents and teachers and not the young people themselves. As the study sought to conduct an in-depth exploration of these young people's experiences I decided that children at secondary school age may be more able to articulate and reflect on their experiences. Year 10 and 11 candidates were ruled out due to examinations and Year 7 candidates ruled out due to their short amount of time in the school and therefore experiences within it. This left Year 8 and 9 students, however, after discussion with a specialist teacher for the deaf within the local authority who I was liaising with, it emerged that there were a greater number of children with moderate hearing loss in Year 9 than Year 8. As there was a desire to make the sample as homogenous as possible it was decided that the Year 9 students would be approached rather than approach both year groups.

During the study I liaised with the lead teacher of the deaf working in the local authority. She had access to a database which contained all of the children with hearing loss and deafness

that the local authority knew of. She identified that there were six young people across the county who would be appropriate for the study. Due to confidentiality reasons we agreed that she would contact the families to discuss the project and whether they would be willing for me to contact them. All six agreed for their contact details to be passed on.

3.6. Ethics

3.6.1. Ethical approval

The current study was approved through the University of Birmingham's Ethical Review Process (see Appendix 1 for the Application for Ethical Review).

3.6.2. Consent and right to withdraw

Letters were sent to the headteachers (Appendix 2) of the schools that the six young people were attending, providing information about the study and requesting permission to work in their school. Personalised letters were sent to participants (Appendix 3) and their parent(s) (Appendix 4) to inform them of the study and request consent for participation. Information in the letters included details of the study, their rights as a participant to refuse involvement in the study and to withdraw from the study, consent forms, details of the researcher in case of any queries or issues and questions regarding their preferred method of communication (British Sign Language, Oral English, Other) so that an interpreter could be arranged where necessary. For the participant to be included in the study consent needed to be obtained from the headteacher, parent(s) and young person. Participants were reminded of their right to withdraw from the study when the researcher met with them for the interview.

3.7. Participants

IPA studies look for homogeneity in their participant samples and this study sought to include students attending mainstream secondary school, in Year 9 and with a moderate hearing loss. Six young people were identified to take part in this research through a process of purposive sampling. Consent from both the parents and young people was obtained for 5 of the participants within the time frame that had been stipulated. Each participant is described below in a 'pen portrait' (table 3). Pseudonyms have been used to protect the participants' identity.

Table 3. Participant 'pen portrait' summaries

Name	Participant information
Molly	Sex: Female Age at time of interview: 14 Year group: 9 Additional Needs: None Hearing loss: Moderate, Bi-lateral Brief background: Molly appears as a confident young lady who feels she has lots of friends and enjoys socialising in and out of school, although this can sometimes get her into trouble if she is talking with her friends in class. She does not receive any additional support in school and appears to prefer it this way following additional speech and language support in primary school. She seems positive about her hearing loss and confident in who she is. She is considering a future career working with children who have hearing loss so that she can help them to be confident in who they are. She has questions about her hearing loss and why it occurred but is yet to know the answers.
Sam	Sex: Male Age at time of interview: 13

	<p>Year group: 9</p> <p>Additional Needs: None</p> <p>Hearing loss: Moderate, Bi-lateral</p> <p>Brief Background: Sam is very focused on school work and not only stays after school one day a week to do a computer course but has also chosen to take extra GCSEs. His dedication to his work appears to be a result of struggling in primary school and his view that he missed out on education due to his hearing loss being diagnosed when he had started school rather than before it. Initially he worked hard to catch up but now he is keen to get the best grades possible. He appears to have a regular friendship group which he feels a part of, although he considers his group as different to the 'normal' school population and appears to prefer to keep his interactions within this group.</p>
Natalie	<p>Sex: Female</p> <p>Age at time of interview: 14</p> <p>Year group: 9</p> <p>Additional Needs: None</p> <p>Hearing loss: Moderate, Bi-lateral</p> <p>Brief Background: Natalie appears to be a part of a small friendship group, although there can be regular fall outs in the group. She experienced prolonged bullying from a peer for a long period of time which appears to have left her feeling angry and frustrated at the lack of support she received at this time. She still appears to have some peer issues but is able to ignore this most of time. She seems to have a few key members of school staff and family that she will go to for emotional support and will talk to them when she is upset or needs some time away from others. She has a passion for art and has previously won a school award for her art work.</p>
Jenny	<p>Sex: Female</p> <p>Age at time of interview: 14</p> <p>Year group: 9</p> <p>Additional Needs: None</p>

	<p>Hearing loss: Moderate, Bi-lateral</p> <p>Brief Background: Jenny seems to have two close friends that she spends time with in school and can struggle when they are both absent. She is vocal about her dislike of school and feels that the teachers can be unfair towards her. She does not like having a hearing loss and can become upset when others ask her about it, as it reminds her that she is different to others. She will cover her hearing aids with her hair to avoid this and sometimes turns them off when she wants to be left alone. She has a passion for dance and prefers discussion based topics rather than writing activities.</p>
Nathan	<p>Sex: Male</p> <p>Age at time of interview: 14</p> <p>Year group: 9</p> <p>Additional Needs: None</p> <p>Hearing loss: Moderate, Bi-lateral</p> <p>Brief Background: Nathan is positive about his hearing loss and attends events put on by the National Deaf Children Society (NDCS). As well as going on trips with them he helps with fundraising. This seems to help him feel that he is not alone and appears to help him reframe negative experiences linked with his hearing loss into positive experiences and opportunities. His brother also has a hearing loss and joins him on NDCS trips. Nathan has experienced some negativity from peers but seems confident in the school system for dealing with any issues. He receives regular academic support both in targeted lessons and on a one-to-one basis. This is overseen by the special educational needs co-ordinator at the school who monitors the interventions he is receiving and liaises with Nathan according to the support he receives. He seems positive about the additional support he receives and considers it beneficial.</p>

3.8. Data collection and the use and design of the semi-structured interviews

When choosing a data collection method IPA is best suited to one which will give participants an opportunity to “offer a rich, detailed, first-person account of their experiences” (Smith et al, 2009, p.56). Qualitative approaches are often best suited as information gathering is flexible and gives more control to the participant, enabling richer and more explanatory data (Robson, 2011). Data is often collected face to face and researchers need to reflect on how information is mediated through their own perceptions (Merriam, 1998). Although researchers enter the field of study with some prior insight, they remain aware of their limited knowledge. They remain open to new knowledge throughout the study and use a flexible approach to allow for the multiple, complex and changing nature of a perceived reality (Hudson and Ozanne, 1988). In line with this semi-structured interviews were used, which allowed for pre-identified areas of discussion to be explored whilst allowing the flexibility to change the order of questions, length of time on each question and level of attention given to areas of interest (Robson, 2011). This allows the interview to evolve and develop in interesting and previously unconsidered ways, encouraging participants to expand upon their answers (Coolican, 2004). Smith et al (2009) suggest that a schedule with between six and ten open questions, along with prompts can take 45-90 minutes. In line with this seven open ended questions with prompts were identified (Appendix 5) and interviews lasted between 1-2 hours. Those that lasted over an hour (four out of five) were split over two days to fit in with the participant’s timetable and to give them a break from what may be an intense and unusual experience.

The first six questions sought to explore some of the areas that had been previously discussed in the literature; self-concept/identity, the school day, relationships in school with peers and teachers, and potential facilitators and barriers to learning and positive experiences in lessons. In line with IPA I had to be careful to answer the research questions without predetermining or having any preconceptions on the young people's experiences based on previous reading. Therefore, when creating the questions themselves I tried to keep the language as simple as possible and loosely address the areas I was looking to explore, without restricting or leading the participants into answers. The questions were open-ended with prompts being used to explore certain areas of the conversations further if it was felt a more in-depth exploration could be gained. As suggested by Smith et al (2009, p60) I used different types of open-ended questions such as descriptive, contrast and narrative questions (Appendix 5). The only question within the interview schedule that was not guided by the literature was the final question which focused on moving forward and the young people's creation of an ideal school, which provided a final opportunity to discuss different areas of school life.

To support the young people in answering potentially daunting open-ended questions, visual prompts in the form of works sheets were used as a facilitative tool (Appendix 6). This is similar to the approach used by Iantaffi et al (2003) who used visual aids to help structure discussions during focus groups with deaf pupils. In the current study participants were asked to complete a task prior to the interview and to bring the sheet with them. This provided participants with more time to think about the first question and was used as an

ice-breaker as it provided something to focus on together rather than the potential intensity that might arise from the researcher solely focusing on the participant. As suggested by Smith et al (2009) the first question encouraged a fairly descriptive response so that the participant quickly became comfortable talking. The final question was based on a resource from personal construct psychology called the Ideal School (Williams & Hanke, 2007) which was used to support the participants in thinking about their current school and what would be different about it if it was more in line with their 'ideal school'. Responses to these questions were be probed further to gain a further understanding of these young people's experiences in school.

Each interview was video recorded with the consent of the participants and parents. This was so that an accurate verbatim transcript could be created for analysis. The worksheets that were used as prompts also provided relevant notes and participant comments.

3.9. Data Analysis

The analysis of qualitative data is often time consuming and should be systematic, comprehensive, grounded, dynamic, and accessible (Robson, 2011). A process of data reduction and interpretation are used and from this patterns and themes can develop that aid a valid understanding (Willig, 2008). Smith et al (2009) suggests that there is no right or wrong way of conducting an IPA analysis but provides a helpful framework for those looking for guidance. Using Smith et al's (2009) framework I used the following step-by-step analytical process (table 4).

Table 4. The process used during data analysis (as suggested by Smith et al, 2009)

Step 1	Transcription	Verbatim transcription of each participant's video recordings (see Appendix 7 for an example)
Step 2	Reading and re-reading	Immersing oneself in the original data, keeping the participant as the focus of the analysis
Step 3	Initial noting	Examines semantic content and language at an exploratory level. Initial thoughts and notes can be added. Comments include descriptive, linguistic and conceptual comments (Appendix 8)
Step 4	Developing emergent themes	Based on the notes made in step 3 the data is reduced but maintains complexity. Attempting to produce precise but brief statements of what is important in the various comments attached to a piece of transcript. Focus on capturing what is crucial at this point in the text whilst inevitably being influenced by the whole text (Appendix 8)
Step 5	Searching for connections across emergent themes	The development of charting, or mapping how the analyst thinks these themes fit together. Some emergent themes may be discarded at this phase. Clusters of themes that relate are created. More specific ways of looking for patterns and connections between emergent themes include: -Abstraction (developing superordinate themes)

		<ul style="list-style-type: none"> -Subsumption (an emergent theme acquiring a super-ordinate status) -Polarisation (oppositional relationships between emergent themes) -Contextualisation (themes that related to particular narrative moments or key life events) -Numeration (the frequency with which emergent themes appear) -Function (the function of what the interviewee presents) <p>This information is then brought together to produce a graphic representation of the themes (Appendix 9)</p>
Step 6	Moving to the next case	Move to the next participant's transcript and repeat the process. The researcher needs to bracket, or set aside, the ideas emerging from the analysis of previous text
Step 7	Looking for patterns across cases	Connections between and across interviews. Identifying individual and shared meanings. Can lead to the reconfiguring and relabelling of themes (Appendix 10)

CHAPTER 4

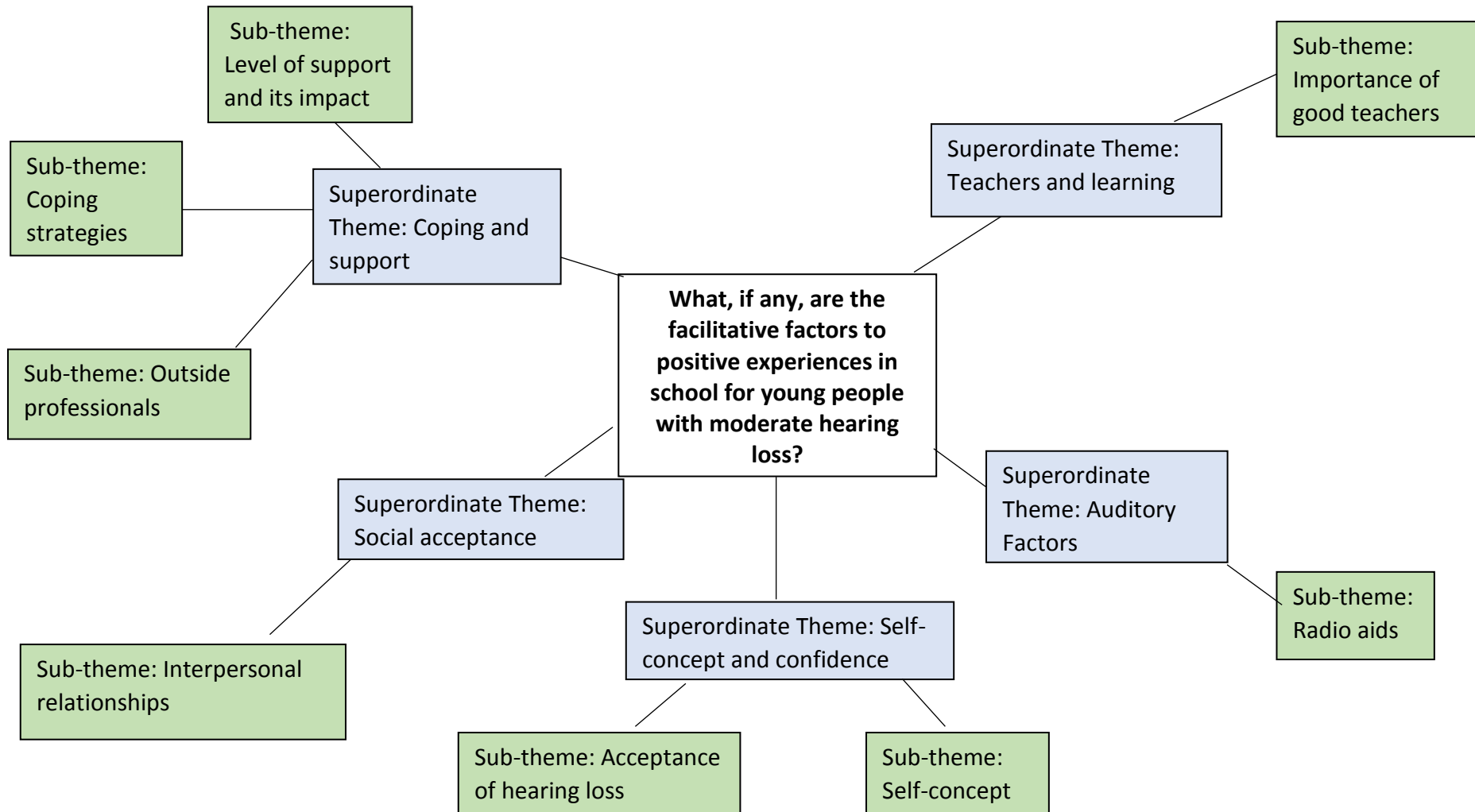
4. FINDINGS AND DISCUSSION

4.1. Introduction

This chapter will outline the findings following the participant interviews and analysis. The findings have been presented under the research questions which they relate to, with a thematic map under each to show the relevant superordinate and subordinate themes. Following this the superordinate and subordinate themes are discussed, with explanatory quotes from participants provided. Where direct quotations are taken from transcribed interviews (in italics) all references to people's names and means of identifying participants have been removed. Findings are discussed in relation to previous research and disparities and similarities addressed. This chapter will conclude by exploring the implications of the findings for EPs, the strengths and limitations of the study and considerations for future research.

4.2. What, if any, are the facilitative factors to positive experiences in school for young people with moderate hearing loss?

Figure 2. Themes that relate to positive experiences in school



4.3. Superordinate Theme: Coping and support

During the interviews all of the participants described the degree of support they had received during their time in school and some of the ways in which they cope on an everyday basis. Although each had their own unique experiences of support and how they coped in school there were a number of similarities across participants which were reflected in the sub-themes of; level of support and its impact, coping strategies and outside professionals. Facilitative factors for positive experiences were found across all three of these subthemes.

4.3.1. Sub-theme: Level of support and its impact

The sub-theme of level of support and what impact this had on the participants emerged across all five participants. The level of support received varied across participants with some receiving a universal level of support that any secondary school student should have access to, through to additional support at a more targeted level.

Even if deaf children receive early intervention they have been found to demonstrate “low average” language development compared to hearing children (Yoshinago-Itano, 2003). In her interview Molly told me that she had received intervention to support her language development. Research suggests that young people with a hearing loss can find additional support intrusive (Iantaffi et al, 2003) and Molly expressed relief that she no longer had to receive it during secondary school. However, it appears that the speech and language

support she received during her time in primary school meant that this could be reduced as she got older.

Relieved and just like kind of glad I don't have them. To me I kind of feel like I don't need them cause I had them all the way through primary school. They taught me like the basics and now, it's like I can just learn by myself. (Molly)

Molly's speech and language intervention may have ceased when she got to secondary school but she noticed that occasionally she sought a more informal form of support from others to help her with her speech.

I'm like saying words wrong and I have to like, get other people to help me, to help correct me. (Molly)

As with Molly there was an indication that Sam felt similarly about not having regular additional support.

I try to stay as independent as I can. I only ask if I need help if I've thought about it for ten minutes and that's it, I can't think of anything, then I'll ask. (Sam)

Although Natalie and Jenny sought academic support from others, it was usually friends that they turned to for help rather than teachers.

If I haven't heard anything I'll like lean over and ask them or, yeah they help me and everything basically.... Sometimes I rely on them. (Natalie)

I find it easier to work with her, we work on the same level and we both like understand the same things. Sometimes she can like understand more than me so she can explain it to me more. (Jenny)

Previous research suggests that having peers who accept and include their deaf peers, filling in the gaps in information, facilitates inclusion (Eriks-Brophy et al, 2006) and it seems that both Natalie and Jenny have managed to find friends who can support them in this way.

As with Natalie and Jenny, Nathan discussed the need for academic support. However, in contrast to all four of the other participants Nathan was the only student receiving regularly timetabled additional support to help him with his learning.

They started taking me out of that and going through some of my work and explaining more stuff, so like English they will like help me revise my quotes or French the words and stuff so next year I think what they're doing is taking me out of three of the five tutor lessons a week to go through my work and see anything that I'm struggling in and help me out. (Nathan)

Although deaf and hard of hearing students seem to be performing similarly to their classmates (as reported by teachers) research suggests they are below national norms (Antia and Rivera, 2016). Figures from the Department of Education for deaf children in 2015 suggest that they have lower attainment than other children (NDCS, 2015) and that they experience difficulties in a number of cognitive domains which may require additional

support (Marschark and Hauser, 2012). Nathan's support seemed to be monitored by the SENCO at the school who would speak with Nathan about his progress and agree on future support.

He looked through my grades and stuff and we just chatted and stuff and that's why we come up with the thing for next year to get taken out of tut'. (Nathan)

Nathan was the only participant to describe such support or meeting with the SENCO and the approach to intervention seemed to be a joint agreement through discussion rather than being told the support he would receive. As with past research having contact with school staff who were deaf aware proved to be facilitative of inclusion (Hadjikakou, Petridou and Stylianou, 2008).

Participants' experiences indicate that the support they receive has been varied. For the majority of participants support was mainly incidental and accessed as needed either for speech reasons or through friends for academic reasons. Nathan was the only participant who seemed to be receiving additional and planned academic support out of the five participants.

4.3.2. Sub theme: Coping strategies

All of the participants had found ways of coping with their hearing loss and described how they had developed strategies over time. Molly and Sam described the importance of

focusing on one person at a time when they were speaking so that they did not miss parts of the conversation.

You kind of have to focus on that one person or you kind of just miss it. (Molly)

I pay more attention and with my friends and that I have to look at them and what they're saying, not just look around and be oblivious, I have to look them in the face to hear everything they say. (Sam)

In line with this Sam, Natalie, Jenny and Nathan highlighted the importance of paying close attention to others using lip reading and Sam and Natalie also used others' body language for additional information, for example:

I lip read people a lot or I tend to, if I lip read someone I've got to look at their eyes as well cause sometimes you know thing are, mean different things due to how they're feeling or how they look, their body language so I look at their face and their body a lot. (Natalie)

Deaf children appear to use a variety of visual codes such as lip reading and tactile-kinaesthetic feedback which cue and miscue deaf children entirely differently from their hearing counterparts (Allman, 2002). Accounts from four of the five participants suggest that lip-reading is used as a regular coping strategy to follow what people are saying. If Molly or Nathan missed something they would ask people to repeat themselves. Molly seemed to use humour when dealing with such situations.

Like every time I ask somebody to repeat something they always get kind of like annoyed at me but I always find it funny and they, we both normally end up joking about it. (Molly)

In contrast to Molly and Nathan, Sam would either wait for the teacher to write it down or fill in the bits he missed rather than ask people to repeat themselves.

If I don't understand it at first, I'll sort of wait and then pick up after and what they've said before and I'll try and fill in the blanks of what they've said...you've gotta get used to it.
(Sam)

Previous research suggests these findings are not in isolation and that young people with hearing loss may mishear when in the classroom and have greater difficulties listening over distance and in noise than their hearing peers (O'Neill, Arendt and Marschark, 2014; Marschark et al, 2015). Molly found "sitting closer to the front" helpful for her hearing and Sam, Natalie, Jenny and Nathan seemed to support this, for example Jenny explained.

If I sit like to the front of the class I might be able to hear better but if I'm sitting at the back of the class it's a bit harder. (Jenny)

Two of the participants (Sam and Jenny) found that being able to turn off their hearing aid was beneficial at times and helped them to deal with distractions or situations that they seemed to want to 'switch off' from.

It works. I do that in exams as well so I can't hear people tapping or just rocking their chairs cause it helps me focus for it. Just switch off. (Sam)

Sometimes I like it when I can just turn them off, like shut someone out. (Jenny)

Bertoli et al (2008) found that noisy and disturbing sounds were the most frequently reported problems by hearing aid users. Jenny's viewpoint here suggests that at times she feels the need to escape from others and at times she shuts people out by switching off her hearing aid. It may be that by being able to switch off her hearing aids and shut people out, she is able to have a greater feeling of control in her life. The difficulty with this may be that by removing their hearing aids both Sam and Jenny are missing out on acquiring new language and basic knowledge that hearing children typically gain incidentally from overhearing the conversations of others (Carney and Moeller, 1998; Marschark and Hauser, 2008).

All of the participants described ways of coping with their hearing loss and the strategies they found helpful. Strategies such as lip-reading asking people to repeat things, using humour to diffuse awkwardness, filling in the gaps of the information they have missed, sitting nearer to the front of the classroom or simply switching off their hearing aids to escape noise and people appeared to be part of an everyday routine for these young people. These coping strategies seemed essential for them being able to pick up all of the information they need, both during lessons and during social interactions. Although these coping strategies were facilitative for these young peoples' positive experiences they had become a necessity with the challenges they faced. If school staff and professionals working with these young people were more aware of some of these challenges, these young people may be able to focus their additional efforts elsewhere rather than on accessing classroom

information that they should have equal access to, with a few 'deaf friendly' adjustments to teaching style and the environment.

4.3.3. Sub-theme: Outside professionals

All of the participants have outside professionals involved due to their hearing loss and although none of them seemed to know the title of these professionals they seemed to appreciate the support that was being provided. Participants described different types of support from these professionals. Molly, Natalie, Jenny and Nathan all described the support they received in checking that the equipment was working properly.

She just comes in once a term and just checks up on my hearing aids and sees if they're all working good. (Molly)

She checks my hearing aids to see if they're working or she sees if everything's ok with them and she asks me questions. Sometimes she'll fix the tubes there [pointing at hearing aid] and she'll book me in for an appointment or something. (Natalie)

Sometimes I have the hearing lady come and she'll like check my hearing aids and that during school times...She puts my hearing aids in this machine and I think like it makes noises into the hearing aid so she can test if it's working properly. (Jenny)

She's the main one. Like she'll check my hearing aids every so often and that they're working and stuff. (Nathan)

As well as receiving support with her hearing aid Natalie found the woman who visited her also tried to help the teachers be more discrete with the equipment they were required to use to support students.

I was getting a bit picked on about my radio aid she fixed that, made it smaller, and made it a bit like, made sure she'd speak to the teacher and say could you at least hide it and put it under your belt or something and put your shirt over or something and because all I had was little clip on bits to the bottom of my hearing aids, it wasn't really obvious. (Natalie)

In addition to any support needed with hearing aids and radio aids Sam and Nathan felt that outside professionals monitored and supported them in their learning.

I think it's once a month this TA comes to visit me to address, to see if there's any problems that have occurred or anything that needs changing. How I'm doing in my science, English, maths. So they come and check-up and if there is anything I need improving I'll just let them know and they'll have this sheet. (Sam)

She'll usually write out one of the long words that is said, then she'll write the definition out so that I will understand it and easier form and that's really helped me to understand a lot. (Nathan)

Support seemed to vary from help with equipment and teachers' discreteness with equipment, to help with school issues and learning. Listening to the descriptions of the participants it is likely that the visiting professionals described are teachers of the deaf.

Teachers of the deaf may support students in one or more academic areas and in non-academic areas such as self-advocacy, study skills, assistive technology and social skills (Antia and Rivera, 2016). All of the participants seemed positive and appreciative of the support they received from the teacher of the deaf. However, the NDCS highlight concerns that over the last six years deaf services have been reduced and that peripatetic teachers of the deaf have a growing caseload (NatSIP, 2015), where those with severe and profound hearing loss are prioritised above those with mild to moderate hearing loss (O'Neill, Arendt and Marschark, 2014; Antia et al, 2009). For the majority of the students these visits were the only support they received which included specialist knowledge and understanding directly linked with their hearing loss. These findings appear to support previous findings that indicate the itinerant (or peripatetic) teachers of the deaf are facilitative of inclusion (Eriks-Brophy et al, 2006).

4.4. Superordinate Theme: Social Acceptance

Throughout the interviews all of the participants talked about their friends and family and the support they provided. Within the larger superordinate theme of social acceptance were the sub-themes; social issues and functioning, social embarrassment and interpersonal relationships. The third of these, interpersonal relationships, proved to be facilitative of positive experiences.

4.4.1. Sub-theme: Interpersonal relationships

Although deaf students may experience some social issues and negative interactions with others there is also research to suggest that generally deaf students in mainstream schools are accepted by their peers (Powers, 2000) and that they experience no more social isolation and no less social participation than their hearing peers (Punch and Hyde, 2005). All five participants talked about their interpersonal relationships and generally these experiences proved to be positive and supportive. Of particular importance seemed to be relationships with friends and having their support and acceptance.

My friends are fine with it, they're like, they're just like funny and they know everything about it. (Molly)

We just act differently compared to everyone else. We don't, kind of bother with any social media sites or don't, I don't really know how to explain. We're just different to them lot, we're not the normal people. (Sam)

My friends stick up for me a lot and they was like, that's a bit out of order, you can't really be bullying her about something that she can't help, well you shouldn't be bullying her full stop but like, I've had help with a lot of things. (Natalie)

If I say "sorry I didn't hear that" they'll explain it again, they won't be like moody about it or anything, they just understand. (Jenny)

Like friends, they all know about it and they're fine with it. (Nathan)

Previous research indicates that deaf children might be socially marginalised and experience difficulties making friends (Ridsdale and Thompson, 2002). This did not seem to be the case for participants in the current study and they all seemed to be a part of an established friendship group. Research suggests that difficulties communicating can be one of the main barriers to deaf children making friends (Xie, Potmesil and Peters, 2014; Ridsdale and Thompson), whereas well-developed speech, language and communicative skills, such as those possessed by the current participants act as a facilitative factor for inclusion (Hadjikakou, Petridou and Stylianou, 2008).

Research indicates that young people who form friendships with other young people who have a similar level of hearing loss to their own outside of school experience distinct advantages (Iantaffi et al, 2003; Ridsdale and Thompson, 2002). In contrast to the other four participants Nathan was involved in deaf clubs and had opportunities to regularly meet other children with hearing loss. Nathan was the only participant to talk about their experiences with other children with hearing loss and as with previous research (Iantaffi et al, 2003; Ridsdale and Thompson, 2002) seemed to consider these experiences positive and validating.

I notice that I'm not the only one that's deaf. Obviously I have a brother, um, but I know if there's so many more people in the UK that are deaf and it's make me more happier.

(Nathan)

Young deaf people express positivity about having contact with other deaf children out of school (Hintermair, 2010) and Nathan's involvement with deaf clubs seems to link with his acceptance of his hearing loss, his positivity towards his identity as a young person with hearing loss, and his willingness to access support and opportunities to meet other children with hearing loss. There is also an indication that Nathan feels less alone by meeting others who are deaf and previous research suggests that talking with other deaf people reduces feelings of isolation (Iantaffi et al, 2003).

The interpersonal relationships of all of the participants seemed to be positive and supportive, and facilitated positive interactions during their daily school lives. These relationships may be supporting these young people more than we realise and as Jenny's experiences highlighted, when this support is not accessible the young person may be left feeling misunderstood and struggling with social interactions. However, Nathan found support and understanding outside of the school environment and seemed to benefit from interactions with other young people who had hearing loss, raising his awareness that he was not alone.

4.5. Superordinate Theme: Self-concept and confidence

Another theme to emerge from the interviews was how the young people identified themselves and their confidence in who they were. The development of their self-concept and what this meant to them was evident across all of the interviews and seemed to link to

the themes of; self-concept, acceptance of hearing loss and emotional challenges. Both the sub-themes of self-concept and acceptance of hearing loss appeared to have facilitative factors for positive experiences

4.5.1. Sub-theme: Self-concept

All of the participants talked about their perception of their hearing loss and how they related to it. Nathan appeared to be the only participant who was able to reframe some of his experiences and reflect on the opportunities he has enjoyed as a result of his hearing loss.

When people ask or say anything, um, it makes me remember myself and think of all the things I've done with deaf clubs and things that have cheered me up. (Nathan)

It appears this positivity may be linked to his involvement in deaf clubs which seem to provide him with something to look forward to and are only available to him due to his conceptualisation of being a young person with a hearing loss and who has access to these groups. Research suggests that students who have the opportunity to interact with peers with a similar level of hearing loss may experience greater social support and validation of their identity (Israelite, 2002).

4.5.2. Sub-theme: Acceptance of hearing loss

This sub-theme is strongly linked with the previous sub-theme 'self-concept' as those who accepted their hearing loss seemed more positive about their hearing loss being a part of

their self-concept. All of the participants described their relationships with the hearing loss over time and their acceptance of it. Molly, Natalie and Jenny describe accepting their hearing loss over time. Molly in particular seems to embrace her hearing aids and changes them to reflect her personality rather than the hearing aids defining her.

Now I've like got to secondary school I'm kind of like coming out my shell a little bit more and I'm kind of like, well I just want to make these more special and unique towards me. (Molly)

I feel like I'm confident now, yeah, like I can talk to anyone about them. (Natalie)

I've kinda like, everyone kinda knows and I've grown into them and it's alright now. (Jenny)

For Sam his acceptance of the permanency of his hearing loss meant that he was able to move his attention from the negative impacts of hearing loss to what he needed to do to succeed.

It encourages me to get better at what I can do, instead of just moaning about it, hoping it just goes away. I know it's not gonna go away, so I either gotta get used to it or that's it. (Sam)

Both Molly and Nathan's acceptance of their hearing loss seemed to allow them to move beyond focusing on their own acceptance and onto others acceptance and understanding. Both described wanting to help others understand hearing loss so that others with hearing loss might have more positive experiences.

Because I've got hearing aids myself and I thought like that if like if other people are not very confident with theirs I could like make them more confident, make them more sure of their hearing aids. (Molly)

You can like see that you're different to others and it can make you happier for yourself and who you are compared to the other students but then it can also mean like other people don't know what it is and you're helping them understand so when they grow up, if they see any one out with it then they're not pulling weird faces at other people with it. (Nathan)

Research suggests that a student's self-concept can interact with aspirations and their thoughts around their future occupation (Punch and Hyde, 2005). It may be that Molly and Nathan's acceptance of their hearing loss and their assimilation of this into their self-concept has resulted in aspirations to support others in understanding deafness.

All of the participants seem to have reached a point where they accepted their hearing loss with some seemingly further along with this than others. Those who seemed more accepting of it managed to use it to focus their attention on their strengths or to support others who may need help understanding hearing loss.

4.6. Superordinate theme: Auditory factors

4.6.1. Sub-theme: Radio aids

Four of the participants discussed their experience of radio aids. However, in contrast to the other participants Nathan had continued to use his radio aid and had recently received a newer version.

You can put it in the middle of the table then if a person needs to talk then you don't need to keep handing and switching they can just talk... so it saves a lot of time where we're losing out in the group work. So if it's like a five minute talk, quick discussion or a minute discussion I don't have to go "have that" [gestures with hand], it's quicker. (Nathan)

Although Nathan had experienced some issues with his previous radio aid, he now appeared to be benefitting from a new and more powerful radio aid. He perceived the newer radio to be better as it had a more powerful microphone that picked up his peers during group work in a way that the previous one had not.

4.7. Superordinate Theme: Teachers and learning

During the interviews participants mentioned their teachers and their experiences of learning. Within this four themes emerged including participants' approach to learning, lessons and school work, exams and the importance of good teachers. Of these four the latter, importance of good teachers, suggested some facilitative factors for positive experiences.

4.7.1. Sub-theme: Importance of good teachers

Sam, Jenny and Nathan recalled a number of positive experiences with staff who seemed to be more understanding, whether this was shown through supporting students with their equipment needs (Sam, Nathan) or through making sure they had been heard properly (Sam, Jenny).

If my hearing aid runs out of power they'll, they'll let me leave the lessons to go and get some batteries. (Sam)

Some teachers help me remember it and just say "do I need the radio aid" or do you need to use your radio aid and if I forget my radio aid they usually bring it to my next lesson or send someone from their lesson to bring it. (Nathan)

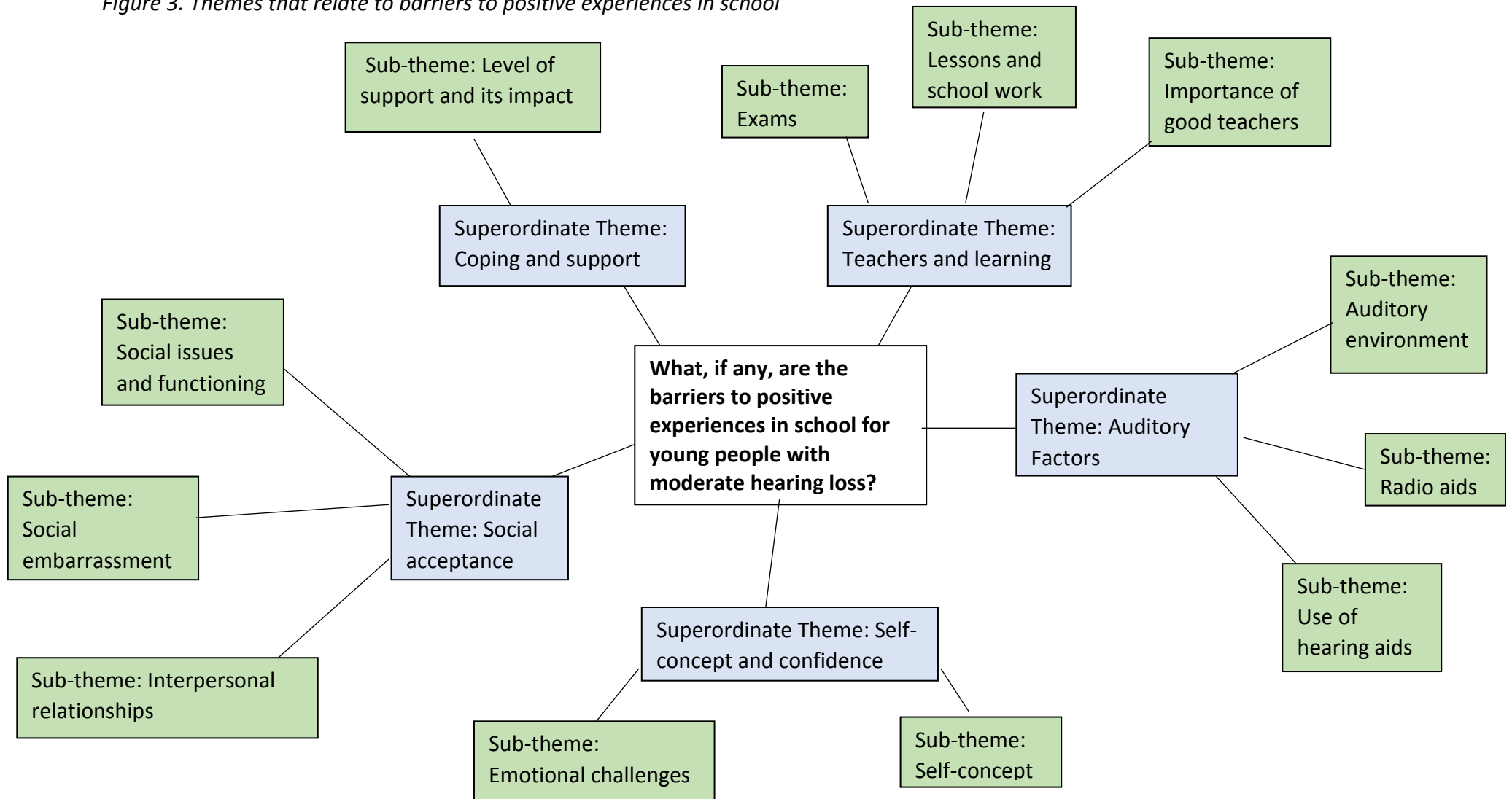
If I don't understand what he's saying I'll wait for him to finish and I'll ask him just to repeat what he's saying and he's quite happy doing that, he's a good PE teacher. (Sam)

Well she doesn't have a go at me for no reason and like she's really kind and she understands and she puts me by the front so I can hear her and she doesn't go to the back of the classroom and like. Yeah she understands like my hearing and the problems I have with my ears and that. (Jenny)

Previous research from Iantaffi et al (2003) supports these findings as facilitative teaching was considered to be linked to being deaf aware and being helpful, which in turn was positively related to the inclusion of deaf children (Hadjikakou, Petridou and Stylianou, 2008).

4.8. What, if any, are the barriers to positive experiences in school for young people with moderate hearing loss?

Figure 3. Themes that relate to barriers to positive experiences in school



4.9. Superordinate Theme: Coping and support

During the interviews all of the participants described the degree of support they had received during their time in school and some of the ways in which they cope on an everyday basis. Although each had their own unique experiences of support and how they coped in school there were a number of similarities across participants which were reflected in the sub-themes of; level of support and its impact, coping strategies and outside professionals. Of these three sub-themes it was the lack of support provided to some pupils that appeared to be a barrier to positive experiences, discussed under the sub-theme 'level of support and its impact'.

4.9.1. Sub-theme: Level of support and its impact

Both Sam and Natalie discussed some of the emotional issues they had experienced and the support they had sought from school staff.

I told my sociology teacher who told my other teacher and then I just dealt with it by myself, which is what I normally do a lot of the time. (Sam)

Once I remember I came in crying, cause I was already upset before I got to them and she kind of helped me... she just give me advice and telling me she knows how to handle it cause her daughter was kinda picked on a bit. (Natalie)

Previous research indicates that young deaf people can be at risk of experiencing emotional difficulties (Fellinger et al, 2007; Remine and Brown, 2010). There is an indication here that both Sam and Natalie made efforts to seek support. Unfortunately, Sam's account indicates that once he had spoken to a member of staff about his emotional experiences, which in his

case was his anger, little seems to have been done to support him and he was left to deal with it on his own. Although, Natalie found a staff member to confide in regularly there was no mention of any longer term solutions or further support to help with her emotional wellbeing in the future. Schools can be unsupportive environments in which young deaf people can feel lonely and misunderstood (Israelite, 2002) and there is an indication here of a lack of understanding from teaching staff regarding the support Sam and Natalie may have needed at this time.

4.10. Superordinate Theme: Social Acceptance

Throughout the interviews all of the participants talked about their friends, family and peers. Whereas friends and family often appeared to provide comfort and support there was an indication that there were some experiences of friction with peers. Within the larger superordinate theme of social acceptance were the sub-themes; social issues and functioning, social embarrassment and interpersonal relationships.

4.10.1. Sub-theme: Social issues and functioning

Although all of the participants appeared to have friendship groups that included them the majority of the participants had experienced social issues which seemed to arise due to a lack of understanding from their peers and hurtful comments that had been made.

I just find it a little kind of frustrating and like a little bit hurtful because like that person doesn't really know what it's like to have hearing loss or hearing aids and they're just kind of like, haha that's so funny. (Molly)

They call me like deaf or they're like "can you even hear me" and stuff like that and they're like "what, what, what" and they just repeat what, so it kind of doesn't get to me anymore. (Natalie)

One of my primary that I knew ages ago... would just be like really moody about it and if I didn't hear she'd be like "oh my god you're so deaf" and all of this and then make me feel really down about myself. (Jenny)

There was a person in my year group. Um, like my friends were just walking around, like me and my friends and he ended up coming up to me and then he went um, "hey are you the deaf kid" and then he started laughing and said "haha you're so deaf. (Nathan)

For Natalie the negative impact that this experience had on her was exacerbated by the lack of support from school.

I was bullied a few times about my hearing loss and when I told the school they didn't do anything, they left it for three years...It really upset me and my dad that they didn't do anything. (Natalie)

Bullying is a common but underestimated problem for deaf children which can have an impact on self-esteem and can lead to questions about why they are being singled out (Edwards and Crocker, 2008). The experiences described by the participants appear to echo previous research which indicates that deaf students can experience negative reactions from peers, resulting in feelings of embarrassment, self-consciousness, isolation and awkwardness (Punch and Hyde, 2005). Kent and Smith (2006) suggest that deaf students can handle such comments by either ignoring the comments or by perceiving the situation as an unwanted and stigmatizing teasing episode. Israelite (2002) highlights that deaf

students can become anxious and distrustful of interactions with their hearing peers. This seemed to be the case for Natalie and Jenny who, having experienced negativity, seemed to perceive that others might judge them.

Sometimes people think I'm ignorant when they don't know that I've got hearing aids but like I'll explain well I've got hearing aids, sorry. (Natalie)

They might like judge me by the way I am. (Jenny)

In line with this peers' lack of understanding seemed to create curiosity about participants' hearing aids and hearing loss. This resulted in Molly and Nathan being approached by peers and although neither seemed to mind the odd person asking questions there was a limit to when and how often they were willing to talk about their hearing loss.

They just ask like a load of questions, and I don't mind that cause I know that they're curious and if I were in their shoes I would probably do the same thing. So, I'm a little bit like, I'll answer your question. (Molly)

When I was in year seven or something it was loads of people come up and ask what it was and when I have to keep repeating what it means to every student it kind of gets annoying. (Nathan)

These experiences, as well as those described previously, suggest a lack of deaf awareness and understanding amongst peers which can create a barrier to inclusion (Eriks-Brophy, 2006; Ridsdale and Thompson, 2002; Archbold, 2015). Out of all of the participants Sam recalled the least social issues and was the only one not to recall negative experiences with

peers. However, at times both Sam and Natalie appeared to limit their interactions with peers.

I don't really know anyone, I don't really wanna talk to them, cause even myself or meeting people, I'm very picky with the people I talk to, yeah. I just, if they're not like me or they're not sort of, or they don't really know me that well I don't really wanna bother with them.

(Sam)

*I sit in *** classroom and she'll get emailed work and I'll just be allowed to sit in my own space and do my own work... I guess I don't really have to socialise with people or talk to people so it doesn't make it awkward or, yeah it's just easier for me. (Natalie)*

Natalie, Jenny and Sam appear wary of spending time with their peers and therefore seem to limit their interactions with them. Deaf students can become anxious about interactions with their peers (Israelite, 2002) and can experience communication difficulties (Xie, Potmesil and Peters, 2014) which hearing peers struggle to solve (Nunes et al, 2001). Natalie is clear that when she is unable to use her hearing aids she avoids potentially awkward social situations and prefers to spend time away from others in a separate classroom. However, overuse of such resources can make it more difficult for deaf children to feel socially included (Slobodzian, 2009).

Generally participant experiences indicated that there seemed to be a lack of deaf awareness in secondary schools. This seemed to result in a lack of understanding and curiosity from peers, which overall seems to have resulted in negative experiences in the school environment and concern over being judged with some seemingly avoiding peers. As

in previous research (Punch and Hyde, 2005) these experiences affected the participants' lives to varying extents and most of the participants seemed to have to develop their resilience in response.

4.10.2. Sub-theme: Social embarrassment

In line with the social issues that participants experienced the majority of the young people seemed to feel some social embarrassment in relation to their hearing loss. It is likely that these two sub-themes are linked as the social issues they recalled may have resulted in experiences of feeling embarrassed.

Molly, Natalie, Jenny and Nathan described covering up their hearing aids with their hair because they either did not like them at some point or because they did not want people asking questions. Therefore it is likely that this is linked to the previous sub-theme 'social issues' in relation to peer curiosity about their hearing loss.

When I was younger, when I first got them I didn't really like them and I would always want to cover them up with like my hair or trying to get skin coloured ones and it would always like put me a little bit on edge and make me shy. (Molly)

I put my hair down sometimes when I'm not in the mood to talk about them so I just put my hair down. (Natalie)

I don't really like tying my hair up that much cause people will ask me a lot if they see them they're like "oh what's that" and what they are, and I get a bit self-conscious about having

to like say what it is and explain, and how became a bit deaf and I don't really like explaining stuff like that, it makes me a bit self-conscious about it. (Jenny)

They tend to ask like, they tend to think I'm stupid. That's why I have long hair, to cover it up because I kind of get shy when people are looking and asking... Um, it's kind of weird because I have like a whole group staring at me and it gets me shy, but with long hair no one notices. (Nathan)

Nathan also reflected that the greater number of students in secondary school compared to primary school seemed to exacerbate this difficulty.

As soon as I go up to high school there were like so many people like, you go from like having a small school to a huge school with thousands of people. That's why I cover up, because my hearing loss, because there's so many people coming up and there's so much to deal with. (Nathan)

If hearing aid use is perceived as abnormal their use may be disguised by the wearer (Kent and Smith, 2006) and this appears to be the case with these participants. Assistive technology can be a key factor that enables individuals with disabilities to participate in daily life and be included in society (Schneider et al, 2003). However, it is not only a tool for achieving independence but also a visible sign of disability (Scherer, 2002). The experiences expressed by the participants are in line with previous research that suggests that young people are embarrassed by hearing aids that make their hearing loss more visible (Ridsdale and Thompson, 2002) and that young deaf people can feel singled out for unwanted attention because of their hearing status (Israelite, 2002). Nathan's response regarding others thinking he is stupid seems to touch on the phenomenon known as "the hearing aid

effect”, where individuals with hearing aids are evaluated more negatively by teachers, parents, and hearing peers (Jonson et al, 2005; Ryan et al, 2006). He also talks about his transition from a small primary school to a large secondary school and the impact this has had on him with regards to wanting to hide his hearing aids. Wolters et al’s (2012) research into transition suggests that deaf mainstream children had lower levels of well-being than hearing classmates following transition and that girls were at a greater risk than boys. The current study is a reminder of the need to look at individual experiences as in this case it was a male student who was more adversely affected.

Linked to the unwanted attention they received from their peers, Molly, Natalie and Jenny preferred not to talk in front of others and did not like drawing attention to themselves.

I don’t like being the centre of attention and when I do it people often look at me and stare.
(Molly)

If the teacher asks me something I’ve got to answer it and I just know he’s gonna be staring at me and if like I get something wrong I’m just gonna get like laughed at. (Natalie)

I get a bit insecure about my slurring. (Natalie)

Because of my hearing aids, I don’t want people to like. Because when I first came to school I thought people would like judge me for who I am and like I still have that like, I don’t want people to judge me still like, it’s just this thing I have now. (Jenny)

These experiences are in line with previous research which indicates that young people can experience low self-esteem and confidence (Archbold, 2015) and feelings of embarrassment and self-consciousness (Punch and Hyde, 2005). Powers (2002) suggests that for inclusion to

occur there needs to be a whole school approach to promoting an ethos of acceptance of difference. The discomfort that these participants seem to have experienced in school indicates that this has not yet been achieved for deaf young people.

The main source of embarrassment for these young people seemed to be the attention their hearing aids attracted. For some this seemed to extend to not wanting to speak in front of others due to the attention it attracted and concerns about what their peers might think. These concerns may be linked to the previous sub-theme regarding social issues as negative experiences with peers may have made these young people wary of their peers.

4.10.3. Sub-theme: Interpersonal relationships

All of the participants discussed their friendship groups and the acceptance which came with having understanding friends. However, when these friends and support networks were not available there was the potential for difficulties to arise, as experienced by Jenny.

If like they're both ill or something then I have to hang around with someone which I'm like not as close to...Cause they don't really understand, like if I'm in a loud environment I won't be able to hear them as well and they don't understand it. (Jenny)

Hearing peers can struggle to solve the communication difficulties between themselves and deaf peers (Nunes et al, 2001) and Jenny seems to find this when her friends with an understanding of hearing loss are not present. The difficulties she can experience in school

then appear to be exacerbated where previously supportive and understanding friends may have facilitated interactions.

4.11. Superordinate Theme: Self-concept and confidence

A theme to emerge from the interviews was how the young people identified themselves and their confidence in who they were. The development of their self-concept and what this meant to them was evident across all of the interviews and seemed to link to the themes of; self-concept, acceptance of hearing loss, and emotional challenges. Of these three sub-themes both self-concept and emotional challenges identified barriers to positive experiences.

4.11.1. Sub-theme: Self-concept

As well as young people's own conceptualisation of their hearing loss there was a suggestion that their self-concept was shaped by others' comments towards them and how peers construed them. For Natalie and Jenny this seemed to have a negative impact on them and they seemed concerned with how others identified them and what this meant.

Sometimes I don't really like the name of like, being called the girl with the hearing aids and stuff like that so it's, you know a bit obvious sometimes. (Natalie)

Oh, she's deaf stay away from her, she's gonna be really annoying and all of that. (Jenny)

Research suggests that deaf children may be socially marginalised by their peers (Ridsdale and Thompson, 2002) and that individuals who see technology as a visible sign of disability

reinforce the stigma associated with disability (Polgar, 2010). The accounts of Natalie and Jenny suggest they have experienced this. Jenny in particular seemed to prefer to disassociate from her hearing loss and others reminding her of it seemed to have a particularly negative impact on her.

I don't like having hearing aids and when people ask me about it, it reminds me of them.

Because I don't feel like I have them in my ears cause I can't feel it so I forget about it, then they bring it up and I'm like mmm, yeah. (Jenny)

Jenny's recollection here also seems to be linked to the previous superordinate theme of social issues and its sub-theme social embarrassment, due to the negative feelings she seems to associate with wearing hearing aids (Risdale and Thompson, 2002). Young people with hearing loss generally identify themselves in relation to hearing people (Israelite, 2002) and that seemed to be the case in this study; likely due to their attendance at a mainstream school with predominantly hearing pupils (Marschark et al, 2002). This can cause difficulties however, as described by Jenny who *forgets* about her hearing loss as she relates to and exists within a hearing world and is suddenly reminded of her hearing loss by others.

Emotional problems for the individual are likely to arise if they perceive there to be inconsistencies between their self-concept and their experiences (Edwards and Crocker, 2008). For Jenny her self-concept was related to the hearing community but upset occurred when she was reminded of her hearing loss which set her apart from her hearing peers.

4.11.2. Sub-theme: Emotional challenges

All of the participants described dealing with difficult emotions during their time in secondary school. Research indicates that deaf children may be more vulnerable to mental distress and can experience emotional difficulties (Remine and Brown, 2010; Fellingner et al, 2007). All of the participants had individual and separate experiences of what had caused these emotions. For Molly and Jenny emotional challenges were linked with not having batteries for their hearing aids when they ran out.

It is very frustrating and annoying because like if you're out with your friends and you haven't got any then you kind of like, well I can't hear you very well. (Molly)

It's just the fear of the other one running out... I feel pretty stuck, I don't know what to do and I'm like panicking and that. (Jenny)

Jenny also described the negative feelings she experienced when people asked her about her hearing loss.

I feel a bit like, I don't really know how to say it. I feel like a bit, um, a bit, it makes me a feel a bit like small, cause like the amount of people that you have that come and ask you about it makes you feel a bit like, annoyed in a way, cause I don't really like people asking about it and it makes me feel a bit sad, yeah. (Jenny)

This account is likely to be linked to the previous theme of social acceptance and the issues associated with peer curiosity and the embarrassment this can cause. Likewise Nathan and Jenny's experiences of difficult emotions appeared to be related to social acceptance and social embarrassment. Deaf children often experience difficulties in language and communication (Marschark and Hauser, 2012) and asking people to repeat themselves and

comparing their own language ability to their friends' appeared to have a negative emotional impact on Molly and Nathan.

It's hard for me to ask them again what they're asking. So, it makes me shy and uncomfortable. (Nathan)

It kind of feels a bit annoying because... I listen to my friends and then they say it alright and then I'm like saying words wrong. (Molly)

Out of the five participants Sam, Natalie and Nathan seemed to describe more intensive emotions. For Sam this was linked to him feeling angry, for Natalie there were indications of some anxiety and for Nathan feelings of low mood were described as a result of peers being insensitive to his hearing loss.

Once I started feeling a bit differently, I kept getting angry really easily once. But I think that's probably just because I never get angry so I just build it up all inside me and at one point I just broke. I just, I just was either going to hit somebody or I was just going to walk off so I didn't hurt anyone. (Sam)

I don't know whether it's normal or not but like, you know in school when stuff happens you just feel like everything's like closing in around you in school and you just get a bit uncomfortable... Not lose control but you kind of feel like you don't know what's happening. (Natalie)

It does make me feel down like depressed and down. (Nathan)

Sam, Natalie and Nathan describe experiences that are in line with previous findings which suggest that deaf young people are vulnerable to anxious and depressed feelings (van Eldik et al, 2004; Remine and Brown, 2010; Brown and Cornes, 2015) and emotional regulation and behavioural difficulties (Remine and Brown, 2010; Fellingner et al, 2007; Brown and Cornes, 2015). All of the participants experienced emotional challenges linked with their hearing loss and for some this seemed a more intense experience. The reasons for these feelings were unique to each participant but generally seemed to be linked to the frustration of hearing aid batteries running out when they needed them and aspects of social acceptance.

4.12. Superordinate Theme: Auditory factors

All of the participants mentioned auditory factors during their interviews and the impact of these. Most mentioned issues with their hearing aids and those who had been given a radio aid at some point during their education spoke about their experiences with them. Most of the pupils spoke about the auditory environment in school and the challenges these could create.

4.12.1. Sub-theme: Use of hearing aids

Language development is dependent on properly working amplification systems, which can impact both the quality and quantity of language exposure (Marschark and Hauser, 2008).

All of the participants had experienced some issues with having hearing aids. Both Molly and Jenny described the difficulties of their hearing aids running out of batteries. For Molly this

impacted on interactions with friends and for Jenny she felt daunted by the prospect of not being able to hear.

When I'm out and I'm just like hanging out with my friends it like runs out of battery and that's so, it's really annoying cause you kind of just wanna be listening, not having to like carry a pack of batteries. (Molly)

It's quite a big responsibility like. Cause if you don't have them and they run out then you're kind of stuck, like that's the worry you have. It gives you like a beep when it's about to run out, when you hear that beep you're like, oh my god have I got my batteries or not? And it's quite daunting... It's quite scary, cause I don't want the other one to run out as well. (Jenny)

Molly, Jenny, Sam and Natalie also described the difficulties associated with the batteries for their hearing aids running out. It was usually the case that one battery would run out before the other, meaning that one hearing aid would work whilst the other did not. For Molly and Jenny this meant that they could not hear very well but for Sam and Natalie they had the added difficulty of dealing with the headaches this could cause.

If I run out of battery and I have batteries I change them, um, but if I don't, I like have a one-down ear so I can't hear very well. (Molly)

I had to tell my friends to go like this side of me [gestures] so I could hear them because this side [pointing to left ear] was the one that went and I wouldn't be able to hear them very well at all. (Jenny)

If ever I don't have any for some reason I can't just have one in and one out cause that just gives me a bad headache so I have to take both out. (Sam)

Sometimes if one hearing aids not working cause of my batteries all the noise just goes in one and gives me headaches and I find it distracting and disturbing anyway. (Natalie)

All of the participants described times when they had to take their hearing aids out and what this experience was like for them.

Dunno, I just walk around, cause I can't really hear them and like sometimes they're actually shouting my name and I just don't hear them. (Molly)

You know if you stick your fingers in your ear everything's muffled a bit, that's what, that's what my hearing feels like compared to like when I've hearing aids in. (Natalie)

When I don't have them in it's hard to understand anything like I can't hear my mum or my brother or anyone. (Nathan)

For Molly, Sam, Natalie and Jenny, removing their hearing aids and the difficulties related to this resulted in more negative experiences.

Jealous because I just wanna do that , even when we go swimming, like I have to take out my hearing aids and stuff like that and if I can't find them then... [Shrugs shoulders]. (Molly)

Things like showers and sleeping, it's always just something you have to think about extra. So you don't wanna break them or say if you're going to a park and there's lots of water rides, you've got to keep taking them out, putting them back in. It just gets a bit irritating. (Sam)

Sometimes when they run out or when it's been raining my hearing aids will like, I get water in my hearing aids a lot when it rains or when I wash my hair I forgot to put my hearing aids in so I have to say "I can't hear you a lot". (Natalie)

Someone's like saying something to me and I'm just like not hearing them at all. Like cause if they're quite far away and they're shouting and I still can't hear them it makes me feel a bit like, um [moves eyes from side to side]. Jenny

The descriptive label of moderate hearing loss indicates that young people may have problems following speech without hearing aids due to difficulties hearing certain sounds (BSA, 2012). The participants' accounts here give a more in depth description of what it is like to have moderate hearing loss and create a more vivid picture of what they experience. Their accounts highlight how much information they might miss on a daily basis both in and out of school when their hearing aids are not working. As mentioned previously properly working auxiliary aids are not only important for acquiring language but also for learning basic knowledge through the incidental learning that occurs when overhearing the conversations of others (Marschark and Hauser, 2008).

There also appeared to be some frustration towards hearing aids. For Molly and Jenny there was annoyance towards their hearing aids squealing at them when they were took them out or covered them up. This can occur when the earmold is not tightly in place, creating feedback between the microphone and a receiver (Marschark and Hauser, 2012).

Sometimes they kind of squeal whenever I take them out. I sometimes leave them on by accident when I take them out and they just kind of like squeal and squeak. (Molly)

I have to take them out every time I have a shower. I take them out at night otherwise they, cause if I cover them up they just squeal at me.. It's annoying. (Jenny)

For Sam the main issue with his hearing aids seemed to be the responsibility of taking care of them.

I gotta do this and do that for them so they don't break or anything else like that happens, so it's crazy basically. (Sam)

Although not mentioned by the other participants, Natalie also highlighted the additional things that needed to be taken into account such as not being able to do certain activities on trips.

I couldn't do it anyway because of my hearing aids but um, if I wanted to go I could of, I could of just asked and not done the water activities. (Natalie)

Previous research suggests that only students with mild to moderate hearing loss were infrequent hearing aid wearers (Rekkedal, 2012). In the current study all of the participants appeared to regularly wear their hearing aids, only reducing their use of them when they were required to take them out to replace batteries or when they might get damaged. Generally the experiences that were described were linked to hearing without hearing aids, the feelings that arose due to this and the responsibility of taking care of them.

4.12.2. Sub-theme: Radio aids

Molly, Sam, Natalie and Nathan had all used a radio aid at some point during their time in secondary school and had negative things to say about their experiences with them. Molly

and Natalie both stopped using the radio aid as they felt it drew attention and caused embarrassment.

I just thought that people would like stare at it and just like wonder what it is and I just thought I wasn't very confident with that, so then I just didn't really bother with it. (Molly)

I used to be really self-conscious and never use one and not wear it. I found it quite embarrassing, but like I don't use it anymore, I don't need it. (Natalie)

Research suggests that older students tend to use assistive listening devices less frequently than their younger counterparts (Kent and Smith, 2006; Odelius, 2010) and developed enhanced listening strategies, reducing their use of certain auxiliary aids (Kent and Smith, 2006). Although Sam did not seem to have experienced embarrassment with the radio aid, he too did not feel it was necessary and was concerned with the responsibility that came with using expensive equipment.

To be honest I don't really feel like it's needed. Plus I don't want to carry a grand's worth of equipment around with me and get it smashed. (Sam)

Natalie and Nathan highlighted the difficulty of sharing the responsibility of the radio aid with others. For Natalie this was dealing with the teacher forgetting that they were wearing it and for Nathan it was having to remind peers to use it during group work.

Sometimes, like when the teacher would go outside they'd forget to turn it off so like I could hear everything they were saying about everyone and I'm like, I don't wanna know. (Natalie)

It was hard for the group work because the other one I had to give it to each person and it was hard doing it. (Nathan)

These accounts echo previous research which suggests that deaf young people can be embarrassed by radio aids and teachers struggling to manage audiological equipment; both of which can make their hearing loss more visible (Ridsdale and Thompson, 2002) and single out students with hearing loss from their hearing peers (Luckner & Muir, 2001; Kent and Smith, 2006). Technology can be seen as a visible sign of disability and can reinforce the stigma associated with the disability, which may result in individuals avoiding or resisting the use of assistive technology (Polgar, 2010).

An issue highlighted by Molly and Nathan was that the radio aid mainly picked up the teachers voice meaning that at times they would miss out on their peers contributions during the lesson. This can have a greater impact than realised as previous research indicates that deaf children can be at a disadvantage in acquiring language and basic knowledge that hearing children typically gain incidentally from overhearing the conversations of others (Carney and Moeller, 1998; Marschark and Hauser, 2008).

I don't hear the teacher and just hear teacher but I didn't really like that in the first place.
(Molly)

Mostly it was just I could hear the teacher and that's why I mainly switched because if the class was either loud and someone was asking a question I couldn't hear the question, I could only hear the class and the teacher. (Nathan)

Technological factors, such as outdated technology or technology in poor working order, seem to hinder utilization (Eriks-Brophy et al, 2006). In the case of radio aids it appears that many of the participants had chosen not to use them or to use a more up-to-date version.

4.12.3. Sub-theme: Auditory environment

All of the participants described how certain environments caused issues for their hearing.

For Molly, Sam and Jenny large rooms such as the canteen and the sports hall seemed to be the main difficulty.

Like in the canteen, that's quite loud so I have to like, unless I get it the first time around listening to like, that person, then I have to ask them to repeat it. (Molly)

It can be a bit harder to like hear what someone says and they're sat right next to you. It's all the sound around you, it's kind of like muffles it a bit. (Jenny)

In the sports hall there's a bit of an echo, which sort of muffles what the actual person is saying. (Sam)

Deaf students often have to cope with the acoustically problematic environments that they are being taught in and students often report that classrooms are too noisy (Ridsdale and Thomson, 2002; Archbold, 2015). In addition to acoustic difficulties in certain rooms, Sam and Nathan found it difficult to hear when they were in a crowded area or when peers were being noisy.

The English room on Friday is a bit mad cause we got some people who are popular and who just talk and it gets really loud sometimes. (Sam)

Sometimes I don't hear them properly because of like other people talking around me so I don't hear them. (Jenny)

As soon as one person talks the whole classroom talks and then the teacher can't deal with all the other students so like in the classrooms we've got here like we've got twenty to thirty people per classroom, it's so busy, so like if one person will talk that means like twenty other students are talking and it's really hard to hear. (Nathan)

Poor listening conditions in classrooms can create considerable difficulties even for children with mild hearing loss (Antia et al, 2009). The appropriateness of the physical setting in which classes are taught is often overlooked and children with hearing loss can experience difficulty understanding spoken language due to significant amounts of background noise (Moeller et al, 2007). Powers (2002) suggests that if education is to be inclusive, deaf students should be learning in an effective communication environment, according to their individual competencies and needs. Indeed, when describing their ideal school both Jenny and Nathan expressed a desire for their school to better meet their needs through being quieter and containing less people.

It's a more quiet school so there's not as many students there. Um, we have lunches at different times so it's not many people in the canteen so it like splits the school in half basically and then um, not as many people in the lessons. (Jenny)

Less people per classroom I think...So like maybe ten students. (Nathan)

Deaf students often mishear in the classroom and struggle to listen in noisy environments (O'Neill, Arendt and Marschark, 2014; Marschark et al, 2015). This may be why managing noise levels in the classroom is considered facilitative teaching (Iantaffi et al, 2003). The accounts of the participants suggest that there are a number of areas in the school environment which are noisy and difficult to hear in. Many of the participants perceived

certain parts of the school as more difficult to hear in than others. Generally participants had more difficulties in the canteen in the school hall or during lessons which were noisier than usual.

4.13. Superordinate Theme: Teachers and learning

During the interviews participants mentioned their teachers and their experiences of learning. Within this the themes of lessons and school work, exams and the importance of good teachers emerged.

4.13.1. Sub-theme: Lessons and school work

Although participants generally had different experiences of good and bad lessons, four of the five participants identified English lessons and writing as being one of their main difficulties. Each participant perceived their difficulties in English to be due to different things: Sam put this down to a lack of vocabulary, Natalie felt she struggled to articulate her opinions, Jenny did not like extended writing tasks and Nathan struggled to remember long words and the spelling of them.

I don't know as much vocabulary as other people. I don't have as much of a wider horizon on words and letters, like my spelling's terrible, not good. It's improved, significantly from what it was but it's still not good. (Sam)

I just hate writing things down in the lesson cause...you've gotta back up your opinion and I'm not very good with my opinion and backing things up. Like I'm good with opinions but

not backing them up or sometimes I say things cause that's how I feel, like I don't really know how to explain them. (Natalie)

I just don't like writing loads. I just hate it and like when I have to write an essay I have to be quiet and so you can't talk to anyone and like discuss it with someone else and that's what I like doing. (Jenny)

Hard because they have loads of words and long words...it's difficult because I either forget the spelling or I forget the meaning of the long word. (Nathan)

Previous research indicates that young deaf people often face challenges in acquiring literacy skills (Kaiser et al, 2011) and the current study seems to support this. Participants (Sam, Natalie, Jenny, Nathan) struggled or disliked English for varying reasons. One difficulty appeared to be limited vocabulary and acquiring new vocabulary; difficulties which have been highlighted in previous research (Marschark et al, 2015; Moyle et al, 2007) and are exacerbated by adults using restricted vocabularies in interactions with deaf and hard-of-hearing children (Calderon & Greenberg, 2003; Easterbrooks & Baker, 2002). These difficulties may also explain why Natalie struggles to explain herself in her writing as having a smaller vocabulary can limit the amount a person can write. Previous research suggests that deaf children produce fewer words (Moyle et al, 2007). Difficulties spelling, as described by Sam and Nathan, is also a common struggle for deaf young people due to their reliance on visual information (Allman, 2002) and lack of use of phonological coding which can impact on the learning and use of spelling (Harris and Moreno, 2004). Although difficulty spelling may not appear to be a great concern, it may disadvantage these young people, particularly in exam subjects such as science and geography which involve technical language and need to be spelled correctly to gain marks (Wakefield, 2006).

4.13.2. Sub-theme: Exams

Although all of the participants spoke about exams, Sam described the direct impact he felt his hearing loss had on his education and the extra effort he had to put into school to get the exams results that he wanted.

I need to put a bit more in because I didn't have my hearing aids until I was about six, cause I didn't find out by then and that's like the first two or three years of school, of primary school. So I had to catch up, now I'm caught up I'm trying to go over so I'm still working as hard as I can to try and get the results I need. (Sam)

Findings indicate that students with hearing loss lag behind their hearing peers' academic performance (Daud et al, 2010) and have to exert greater effort in school (Archbold, 2015). With previous data indicating that in 2015 just 41.1% of deaf children achieved five GCSEs at grades A* to C compared to 64.2% of children with no identified SEN (NDCS, 2015), it is not surprising they are working so hard. Sam's apparent dedication to his work bodes well for him as previous research indicates that deaf children and young people who assume responsibility for their own learning are better included in school (Eriks-Brophy, 2006).

4.13.3. Sub-theme: Importance of good teachers

Participants seemed to have had a mix of positive and negative experiences with teachers which highlighted the importance of good teachers who are understanding of their hearing loss. Whereas Molly seemed confused about the response of the teacher, Natalie and Jenny's experiences seemed to indicate a lack of teacher understanding about hearing loss and the impact it can have.

She always tells me off for not doing anything and I don't really understand why and it really annoys me. (Molly)

I got shouted at once because... I missed a few words so they told me I was gonna have a detention for not listening. (Natalie)

They were "oh, you should have been listening", I was like "I'm trying"... The good ones like explain it again and I'm like that's what I want other teachers to do as well. (Jenny)

Students who are deaf or hard-of-hearing and use spoken language are often assumed to understand and to be processing more information than is actually the case (Antia et al, 2010). Natalie felt that the lack of understanding displayed by the teachers was not only linked to some staff not knowing or understanding her hearing loss but more generally to do with teachers not getting to know their students. This was further exacerbated when she was being taught by a supply teacher rather than a permanent teacher.

I'm pretty sure it's in our files or something, it's got to be obviously cause my mum wrote it down on the application form. It's got to be something about my hearing aids and a lot of the teachers don't know... it just feels a bit like you know they don't take time to get to know the students, probably even most of the students. And I think they just use them to look like whether you know they got things like, I dunno autism or things like that. (Natalie)

It's hard when you've got a supply teacher cause they don't really know about you, especially with me cause I've got like hearing aids. (Natalie)

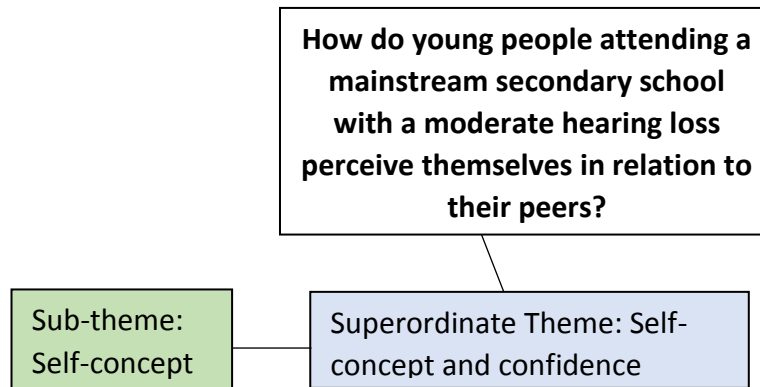
In addition to this overemphasis on the hearing loss can lead to unwanted attention (Iantaffi et al, 2003) and as highlighted by Natalie there is a delicate balance to being supportive.

I don't like it when the teachers kind of go, come up to me every five minutes and are like oh did you hear everything, did you hear everything. It kind of gets a bit embarrassing. (Natalie)

Previous research indicates that a lack of teacher deaf awareness and preparedness for teaching deaf students in mainstream classes impacts on communication and learning (Eriks-Brophy, 2006), and this seems to be the case for Molly, Natalie, and Jenny. Perhaps, as suggested by Archbold (2015), it is the descriptive label of 'moderate hearing loss' that results in teachers assuming that these young people do not need additional explanations or support in the classroom. Their mostly intelligible speech might mislead teachers and administrators to overlook the difficulties they experience with classroom participation. Thus, little attention may be given to the effect of their hearing loss in the classroom (Antia et al, 2009). Natalie's view on teachers taking the time to get to know their pupils is echoed in previous research which suggests that teachers have very little understanding of the perceptions deaf pupils have of school due to a lack of time and opportunity to relate to young people on one-to-one basis (Ridsdale and Thompson, 2002). Deaf students have specific needs that may not be met adequately if it is assumed that, aside from communication differences, deaf students and hearing students are the same (Marschark et al, 2002). This may be overcome if teachers were able to take the time to get to know the students in their class and their individual needs, hearing or otherwise.

4.14. How do young people attending mainstream secondary school with a moderate hearing loss perceive themselves in relation to their peers?

Figure 4. Themes that relate to the young person's self-concept



4.15. Superordinate Theme: Self-concept and confidence

A theme to emerge from the interviews was how the young people identified themselves and their confidence who they were. The development of their self-concept and what this meant to them was evident across all of the interviews and seemed to link to the themes of; self-concept, acceptance of hearing loss, implications of hearing loss and emotional challenges. A range of differing perceptions emerged around these themes both positive and negative and two of the sub-themes (acceptance of hearing loss and emotional challenges) have been discussed previously where sub-themes of self-concept and confidence appeared to identify facilitative factors and barriers to positive experiences. In addition to these positive and negative experiences participants also spoke about how they conceptualised themselves and their hearing loss.

4.15.1. Sub-theme: Self-concept

Israelite et al (2002) found that hard of hearing students tended to identify themselves as different from those who are deaf. Likewise, Molly, Sam and Natalie seemed to perceive that their hearing loss set them apart from others. Molly viewed it as not just being different but placing her in a completely different category.

It puts me in a different category, so like, I don't know cause, I kind of think it puts me in a different category to other people. Like I look at my friends and I think like that they're all quite similar but different in their own way and then I'm quite separate, in a different category of my own. (Molly)

Like Molly, Sam also feels that his hearing loss sets him apart from others but it is clear in his account that he frames this positively and considers it to give him the freedom to be himself and not conform to others expectations.

It gives me the way I want to act, a bit more freedom. So if I didn't have them people would accept me as like more of a normal person, so they expect me to act in different, certain ways, because it's different they don't know the way I need to behave or act at all so, I just, they let me be the way I want to be. (Sam)

Similarly Molly and Natalie described it as a difference but also as a part of their personality.

They make me somewhat different but I also think that my personality is kind of like, it kind of like, started with my hearing aids. (Molly)

It's kinda different. It's kinda like a little part to your personality sometimes. (Natalie)

As mentioned previously the sub-theme of self-concept has already been discussed in relation to barriers and facilitative factors to positive experiences. In previous sections

accounts from Natalie and Jenny highlighted that peers construing of deafness could result in negative experiences. In contrast to this, Nathan was able to reframe potentially negative experiences and reflect on the opportunities he has enjoyed as a result of his hearing loss.

Participants seemed to have mixed views about their hearing loss. Natalie and Jenny's views indicate that they would prefer not to have their hearing loss as a part of their self-concept and struggle to come to terms with it as a part of them. Molly, Sam and Nathan seem to accept it as a part of them and their self-conceptualisation. Differences in hearing status can readily be construed in terms of normally hearing versus hearing loss, leading to the perception of inclusion or exclusion from the Deaf or hearing worlds (Edwards and Crocker, 2008). Young people with hearing loss generally identify themselves in relation to hearing people (Israelite, 2002) and that seemed to be the case in this study; likely due to their attendance at a mainstream school with predominantly hearing pupils (Marschark et al, 2002). This can cause difficulties however, when, as described by Jenny who *forgets* about her hearing loss, a young person is reminded of their hearing loss by others. As has been previously found by Israelite (2002) the participants described themselves as different from their hearing peers but did not identify themselves as Deaf, forming a group that is different from both hearing and Deaf groups. However, as there is often only one deaf child in a classroom of hearing peers (Stinson & Antia, 1999) it can be difficult for these young people to truly identify with any group.

4.16. Unique contributions of the study and main findings

This study is the first to take a more in depth look at the experiences of Year 9 children with a moderate hearing loss. Although previous studies may have included young people with a moderate hearing loss in their studies they also included those with a mild, severe and profound hearing loss, generalising findings across all of these groups rather than exploring them individually. Previous studies that have included young people with a moderate hearing loss have also generalised findings across a wide range of ages, suggesting experiences of an 11 year old just starting secondary school may be the same as a 14 year old who has been in the secondary school system for three years and is choosing their GCSE topics. This study did not seek to generalise across the ages or across levels of hearing loss but is specific in its explorations of the experiences of Year 9 young people with a moderate hearing loss in an attempt to gain as accurate a picture as possible. Previous research appears to have used qualitative methods to gain information from participants however little information is given in their methodology sections as to their analysis of the data. This study is clear in its design and transparent in the analysis. Furthermore, although IPA has been used in other areas of deaf research this is the first study of my knowledge in the UK to use IPA to explore the secondary school experiences of young people with hearing loss in a bid to provide as in depth and as truthful an account as possible.

This study sought to explore the experiences of young people with a moderate hearing loss attending secondary schools in 2016. Having compared my results to previous findings I found that the experiences of my participants appeared to strongly echo those of participants in the past. This would suggest that despite previous research and recommendations for moving forward little has changed for this particular group of young

people. Specifically for young people with a moderate hearing loss this study highlights that teaching staff and peers do not understand the impact of a moderate hearing loss, particularly when these children appear to communicate so fluently and their only visual difference may be their hearing aid.

Of particular interest in this study was an indication that these young people describe themselves as different to others as a result of their hearing loss but also do not identify as being deaf. As Iantaffi et al (2003) previously indicated this is a group that appear to continue to be stuck between two worlds, not fully identifying with either. This study found that the acceptance of their hearing loss had an impact on not only their social and emotional wellbeing but also on their ability to support others to understand hearing loss.

This study also highlights that these young people can have a negative relationship with the auxiliary aids they are provided with, often rejecting equipment such as radio aids and speaking negatively or wanting to hide their hearing aids. This often seemed to be linked with social embarrassment and unwanted attention and again this study highlights the importance of deaf awareness for this particularly group of young people with hearing loss, who are often singled out because of the equipment they use. In addition to this the responsibility of looking after a crucial piece of equipment appears to be difficult at times for a teenager and difficulties with getting water in hearing aids and batteries running out can have a big impact not only socially, emotionally and academically but can also result in health difficulties such as headaches.

Furthermore, although this study does highlight that these young people appear to face a number of social issues and can experience social embarrassment in relation to their hearing loss and hearing aids, contradictory to previous findings the current study also identified that the majority of the participants were not socially isolated and were members of what appeared to be close friendships groups. These peers were understanding of their hearing loss and facilitated a number of positive experiences, as well as providing some protection against some of the more negative experiences, such as difficulties in lessons and issues with peers, highlighting the importance for these young people in being a member of a close friendship group that understand their hearing loss.

4.17. Implications for Practice

4.17.1. Implications for Educational Psychologists

This study provides information for EPs as to the potential barriers and facilitators young people with a hearing loss may experience in school. It suggests potential areas to explore with these young people and those working with them; providing opportunities to check that they are receiving the support that they want and may need. One of the advantages that EPs have is their access to schools and their on-going collaborative work with schools both at an individual and a systemic level. Regular planning meetings with SENCOs provide EPs with the opportunity to remind them of this group of young people, and by including them in the planning meeting agenda SENCOs can be prompted to check which children in their school have a hearing loss, how they are doing academically as well as socially and emotionally, and what support is in place for them.

This study suggests that when working with young people with a hearing loss EPs may need to check how socially accepted they are in the school setting, whether they are included by their peers and are a part of a supportive friendship group. EPs may need to explore the young person's self-concept and their acceptance of their hearing loss, as well as their acceptance of auxiliary equipment such as hearing aids and radio aids. This study suggests that these young people continue to be at risk of poor emotional or mental wellbeing and careful assessment in this area, using assessment materials which account for any language difficulties may be useful in designing an appropriate intervention plan, again designing this with the young person's language level taken into consideration; with training in therapeutic intervention EPs are well placed to do this work.

This study indicated that young people may be struggling to communicate their needs to school staff and at times can feel misunderstood or persecuted against for their hearing loss. With training in group work and interventions with young people EPs are well placed to work with groups of young people with hearing loss to develop their advocacy skills so that they are able to not only able to advocate for themselves in meetings but also able to inform others, such as school staff, how they are best supported on a daily basis.

In addition to this, assessing the young person's attainment levels may indicate particular areas of need that may benefit from further support, as well as strengths that may facilitate access to the curriculum. This study suggests that English lessons and literacy may be a particular area of difficulty, particularly with regards to vocabulary, spelling and extended writing tasks. Therefore, EPs may want to assess the literacy skills of young people with a

hearing loss thoroughly if there are indications that this may be an area of difficulty, keeping in mind appropriate assessment tools according to the population they were standardised on and the young person's language ability.

4.17.2. Implications for Educational Professionals

This study highlights that there continue to be a number of barriers to positive experiences in schools for young people with a hearing loss. Educational professionals can support these young people both at an individual level and systemic level. At an individual level, where multi-agency meetings such as annual reviews are held for the young person, the EPs as well as other educational professionals may need to take a role in ensuring the meeting is accessible to the young person. This research highlights the importance of the young person being able to see the face of the person talking, the need for good listening conditions, consideration of seating positions, and taking turns speaking rather than talking over one another. All educational professionals are in a position to monitor this during the meeting and intervene on the young person's behalf if necessary, checking that they understand what is being discussed without being patronising. Supporting the young person's voice, access and participation in the meeting will hopefully lead to more targeted and personalised interventions. This practice should not only be promoted and modelled in meetings but encouraged at a wider level across the school and by consistently modelling this practice in meetings staff will have the opportunity to be reminded of and demonstrate good practice when working with young people with hearing loss.

The Special Educational Needs Code of Practice (DfE, 2014) promotes more collaborative working amongst professionals and at a time when cuts are being made to services it seems more important than ever to increase joint working practices both at a systemic level and at an individual casework level. Having a more collaborative, group working approach to supporting young people with a hearing loss with different professionals offering their unique contributions, within an agreed multiagency approach to support will provide more holistic support both at a systemic and casework level. For example, this study suggests an ongoing need for promoting deaf awareness in schools. EPs have the training and skills to support schools systemically in developing deaf awareness and practice, and with the support of teachers of the deaf with specialist knowledge in young people with hearing loss, and speech and language therapists with knowledge in the area of hearing loss, robust training packages and workshops can be developed to support schools in developing schools which are more deaf aware. In addition to this follow-up observations and support for teachers can be offered to support them in teaching young people with a hearing loss and developing their practice, consulting with the young people they are teaching as necessary and appropriate.

4.18. Limitations of the current study

It is important to recognise the limitations of the current study and to consider these when interpreting the findings. Due to the adherence to an IPA methodology and the small sample used I acknowledge that the findings may not be generalizable. IPA does not seek to find out one single answer or truth but rather to provide an account that attends to the words and experiences of the participant (Pringle et al, 2011). Due to the interpretive nature of IPA and

the unique experiences and discourses that people draw on when considering information, it is inevitable that two researchers may have the same data and produce a variety of differing headings for themes (Coolican, 2004). Therefore I am aware that the findings represent my interpretation of the young people's interpretation of their experiences and what they felt able to share with me. In the social context of the relationship between myself and the participants, experiences might have been communicated and tailored by the participant in an attempt to gain a shared understanding (Yardley, 2000).

Researchers must also take into account the socio-cultural setting of the study, for example the normative, ideological, historical, linguistic and socioeconomic influences on the beliefs, objectives, expectations and talk of participants (Yardley, 2000). In the current study I was aware that due to their attendance at a mainstream school, in a county which has no enhanced resource provisions or specialist schools for deaf children, many of the young people participating in the study were potentially the only person in their class or even in their year to have a hearing loss and that the discourse surrounding their hearing loss might be one of disability and being 'different'. Therefore, these young people may report very different experiences to young people in city schools, with access to resource provisions for children with hearing loss, and access to the Deaf culture and community.

4.19. Future research

This study included five young people with a moderate hearing loss attending mainstream secondary schools in a large county authority with no specialist provisions for children with

hearing loss. It would be interesting to conduct a similar study in a local authority where there is a Deaf community and culture with specialist provisions and a higher proportion of children with hearing loss, exploring these young people's experiences and self-concept.

Further exploration of increasing deaf awareness in schools and researching the outcomes of educating a whole school population on hearing loss may be beneficial. A lack of understanding appeared to result in an impact on the social and emotional wellbeing of the young people in the study and there needs to be further exploration of the support available in schools for these young people when issues first arise. Further research into which intervention programmes are effective in supporting young people with hearing loss who are experiencing social and emotional issues would help to better inform appropriate support.

Finally, one of the participants in the current study spoke about some of difficulties of transitioning from primary to secondary school. The current study discussed the auditory challenges that young people with hearing loss can face in large schools, but did not explore the transition experiences of these young people. It would be interesting not only to explore these transition experiences from the young people's perspectives, but also to research what, if any, support schools put in place during this time.

CHAPTER 5

5. CONCLUSION

The aim of the current research was to explore the experiences of young people with a moderate hearing loss attending mainstream secondary schools. It sought to give these young people a voice and explain what it is like for them each day, answering three research questions as a result. Firstly, what barriers may exist to these young people having positive experiences? Secondly, what is facilitating positive experiences for these young people? Finally, how do they perceive themselves in relation to their peers?

Previous research indicates that young people with a hearing loss have to exert greater effort in school (Archbold, 2015) and are academically behind their hearing peers (Daud et al, 2010). They may experience difficulties in a number of areas of education including reading (Marschark and Hauser, 2012) and writing (Marschark et al, 2002). Difficulties hearing in the classroom environment and reliance on properly working amplification systems (Marschark and Hauser, 2008) can add further challenges to accessing auditory information in the classroom (Marschark et al, 2015) and a lack of understanding from others about hearing loss and the necessary support can exacerbate difficulties (Antia et al, 2009).

Research indicates that deaf children are more at risk of experiencing difficulties in their social, emotional and mental wellbeing (Fellinger et al, 2007; Remine and Brown, 2010), which can be exacerbated during the transition from primary to secondary school (Reddy et al, 2003; Wolters et al, 2012). During this time these children are developing their self-

concept (Israelite, 2002), accepting being deaf whilst finding a voice in a dominantly hearing society (McIlroy and Storbeck, 2011). Assistive listening devices may be rejected (Odelius, 2010) and enhanced listening strategies developed, reducing their use of them (Kent and Smith, 2006).

Previous research into the experiences of deaf children and young people attending mainstream schools suggests a number of facilitative factors and barriers to their inclusion. Facilitative factors appeared to be related to parental advocacy, support from itinerant teachers (Eriks-Brophy et al, 2006), teacher understanding and adaptations, deaf awareness in the school community, well developed speech, language and communicative skills (Hadjikakou, Petridou and Stylianou, 2008), and the young person's ability to advocate for themselves and assume responsibility over their own learning (Eriks-Brophy, 2006).

Research suggests that the barriers to inclusion are essentially the opposite of these, for example a lack of understanding about deafness (Iantaffi et al, 2003; Eriks-Brophy, 2006; Ridsdale and Thompson, 2002; Archbold, 2015), the relationship young deaf people have with their peers (Nunes et al, 2001; Ridsdale and Thompson, 2002; Archbold, 2015; Iantaffi et al, 2003; Marschark et al, 2012; Eriks-Brophy et al, 2006) and environmental factors (Slobodzian, 2009; Ridsdale and Thompson, 2002; Archbold, 2015).

Previous research from the UK eliciting the voice of young people to explore their inclusion in mainstream settings was conducted over a decade ago (Iantaffi et al, 2003; Nunes et al,

2001; Ridsdale and Thompson, 2002) and recent research into the experiences of mild to moderately deaf children utilised the views of parents and teachers rather than the young people themselves. This study filled the gap in the literature by providing up-to-date research in the UK into young people's experiences in mainstream school. IPA was used to explore and analyse their experiences before previous research was referred to, to establish any commonalities and disparities; it soon became apparent that there were a number of commonalities.

This study found that facilitative factors to positive experiences appeared to be linked to social acceptance and positive interpersonal relationships, developing their own coping strategies to deal with their hearing loss, having support from outside professionals and receiving support from others, such as school staff and friends. The young people discussed their self-concept and acceptance of their hearing loss appeared to facilitate positive experiences and positive reframing. Having good teachers who were understanding towards their hearing loss facilitated positive learning experiences and effective assistive technology that was up-to-date proved beneficial for accessing auditory information.

There appeared to be a greater number of barriers to positive experiences which seemed to be linked with the absence of facilitative factors, for example, when students did not feel socially accepted, and experienced social embarrassment or social issues due to a lack of understanding from others. At times social issues appeared to be linked to some of the emotional challenges these young people appeared to face in relation to their hearing loss and their need to wear hearing aids, which seemed to attract unwanted attention. All of the

young people expressed frustration at radio aids and their need to use hearing aids. Some staff members' lack of understanding about deafness resulted in the young person struggling to access learning and frustration on the young person's part at not receiving the appropriate support. Academically it became evident that these young people appeared to struggle with English more than others due to a variety of reasons including limited vocabulary and spelling difficulties. Difficulties accessing lessons and conversations appeared further exacerbated by experiences of poor auditory environments where it was difficult to hear the teacher and friends.

Finally, this study found that these young people seemed to be at varying stages of accepting their hearing loss and conceptualising themselves in relation to this. Those who had accepted their hearing status appeared to discuss more positive experiences and wanted to help others understand hearing loss. Those who were not as comfortable with their hearing loss preferred not to talk about it at all. All of the participants identified themselves as different to their peers. Therefore they did not appear to consider themselves the same as their hearing peers but also did not seem to relate to others with hearing loss. Only one participant referred to meeting with other deaf children but he was aware of being different to them due to his use of oral language rather than sign language, again setting him apart.

This study provides information for EPs as to what they might explore and discuss with young people with hearing loss when they are working with them. The findings help inform EPs about some of the things they may need to consider during meetings, particularly where

the young person is present and expected to access the conversation. EPs can support young people in developing their advocacy skills as well as supporting whole school training and raising deaf awareness in schools.

Further research into deaf children's experiences in different contexts, such as city schools and schools in an area where there is a strong deaf community would add to the current research. In addition to this further research may focus on; exploring the transition of young deaf people from primary to secondary school; the social and emotional support available for young deaf people in secondary schools; promoting deaf awareness in schools and the outcomes of this for young deaf people.

APPENDIX 1

Application for Ethical Review

APPENDIX 2

Letter and consent form for head teachers

Suzanne Edmondson



Dear Headteacher,

I am a trainee educational psychologist currently on placement in Warwickshire. During my time with the service I am hoping to complete a project on the experiences of Yr 9 young people with moderate hearing loss in mainstream education. The project will explore the young person's academic and social experiences and what they feel needs to continue or change to improve their educational experience.

A child within your school has been identified as a potential participant and this letter is requesting your consent for the student to be a part of the project. I am seeking your consent as the researcher would need to visit the school to work with the child and would be asking questions about the child's secondary school experiences. As you can imagine there are very few young people in the county who can potentially participate and provide an in-depth insight into the experiences of young deaf students in mainstream education.

The child and their parents will also receive a letter and the project will only go ahead with everyone's agreement. It is also important to mention that even if everyone agrees to participation in the project you can withdraw your consent from the study anytime up to 15/08/16.

If everyone consents to the project going ahead I will need to arrange a date(s) to meet with the child. The child will be asked to meet with me to talk about their experiences in secondary school and do some 1-1 work with me focusing on what they would like school to be like and how they think this could be achieved. This work may take two to four hours and may be done during two or three visits depending on the child's and schools preference, and the length of time it takes to interview the child. Interviews will be held during the school day and will require the child to miss some lesson time (two to four hours depending on the length of interview).

This project will form part of my doctoral thesis and will therefore be written as a formal report. All participants will be anonymised within the report and confidentiality maintained. If you consent to the project going ahead you will be given the option of whether you would like to receive a short report detailing a summary of the findings.

If you consent to the student taking part and the researcher having access to the student during school time please sign the attached form and return it in the stamped addressed envelope.

Finally, I would like to reiterate that there are only a few potential participants across Warwickshire who are eligible to take part in this project and your co-operation in supporting it would be greatly appreciated.

Thank you for taking the time to read this letter. If you have any queries or would like any further information please feel free to contact me via the contact details at the top of this letter.

Yours Faithfully,

Suzie Edmondson
Trainee Educational Psychologist
University of Birmingham

Supervising tutor contact details:

Dr Julia Howe
Academic and Professional Tutor, educational psychology
School of Education
University of Birmingham
Edgbaston, Birmingham
B15 2TT, United Kingdom

[Redacted]

[Redacted]

Head teacher consent form

Head teacher name (please print): _____

School (please print): _____

Please sign below to give consent for the student to participate in the project.

I have read the attached letter and the additional information sheet and I give consent for the student to be involved.

Signed (head teacher signature) _____

Please sign below to give consent for the researcher to undertake information gathering in your school.

I acknowledge that the researcher will need to work with the student in school and consent to them doing this

Signed (head teacher signature) _____

Important – please read

Additional Information

During the project the researcher will endeavour to maintain the confidentiality of the participants involved, including anonymising all data collected and reported. However, in the case of a safeguarding concern the researcher has a duty to report disclosures to the relevant safeguarding officers.

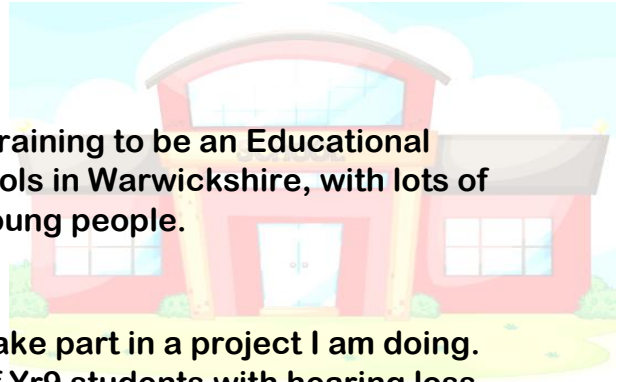
The researcher also acknowledges that there may be occasions when discriminatory or poor practice may be reported/uncovered. In the event of this happening the researcher may need to make other professionals aware of the situation.

APPENDIX 3

Letter and consent form for participants

Hello,

My name is Suzie Edmondson and I am training to be an Educational Psychologist. I work in lots of different schools in Warwickshire, with lots of different children and young people.



I am writing to ask you if you would like to take part in a project I am doing. The project is looking at the experiences of Yr9 students with hearing loss and I would like to hear about your experiences in mainstream education.

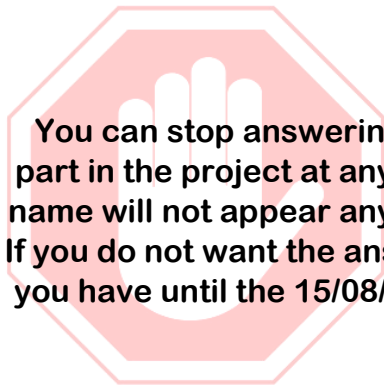
If you would like to take part in the project I will arrange to meet with you to talk about your experiences in secondary school. When we meet we will talk about school and what you would like school to be like. We may meet 2-3 times for 1-2 hours each time (depending on how long the interview takes and how much you want to say). Interviews will be during the school day so you will miss some lesson time.

I will need to use a video recorder to record our time together. I need to do this so that I can remember everything you say and I am the only one who will see it.

I understand that you may want to sign rather than speak and I can arrange an interpreter if you would like (just let me know on the form on the next page).



You can stop answering the questions at any time and you can stop taking part in the project at any time. Your answers will be used in a report but your name will not appear anywhere. Only the researcher (me) will see your name. If you do not want the answers to your questions to be used in my project then you have until the 15/08/16 to tell me or your parent (who will tell me for you).

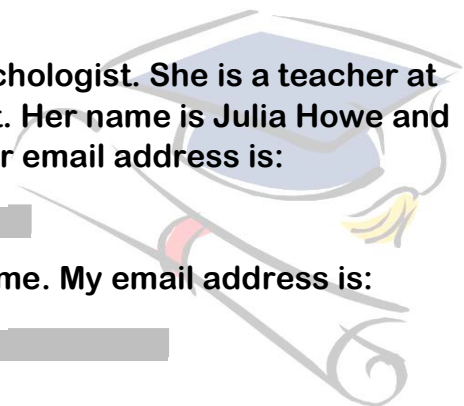


I have a supervisor who is an Educational Psychologist. She is a teacher at my university and is helping me with my project. Her name is Julia Howe and if you need to talk to her you can. Her email address is:

[Redacted email address]

You can ask me about the project at any time. My email address is:

[Redacted email address]



If you would like to take part in my project please fill out the form on the next page and give it to your parent(s) to send back to me.



Consent Form

My name is: _____

My school is: _____

Please circle your answers:

I would like to take part in the project

Yes

No

I understand that I can stop taking part in the project at any time

Yes

No

I understand that my answers will be in a report and that my name will not be on the report

Yes

No

I understand that I will be video recorded during our meetings and that only the researcher (Suzie) will see this

Yes

No

I would like an interpreter to be arranged

Yes

No

If yes please write below the type of interpreter e.g. (British Sign Language Interpreter)

I would like: _____

I know that if the researcher (Suzie) becomes concerned about my wellbeing she will need to let someone else know.

Yes

No

APPENDIX 4

Letter and consent form for parents

Suzanne Edmondson



Dear Parent(s),

I am a trainee educational psychologist currently on placement in Warwickshire. During my time with the service I am hoping to complete a project on the experiences of Yr 9 young people with moderate hearing loss in mainstream education. The project will explore the young person's academic and social experiences and what they feel needs to continue or change to improve their educational experience.

Your child has been identified as a potential participant and this letter is requesting your consent for your child to participate. As you can imagine there are very few young people in the county who can potentially participate and provide an in-depth insight into the experiences of young deaf students in mainstream education.

Your child and the head teacher of your child's school will also receive a letter and the project will only go ahead with everyone's agreement. It is also important to mention that even if everyone agrees to participation in the project the child can be withdrawn/withdraw from it anytime up to 15/08/2016.

If your child participates in the project they will be asked to meet with me talk about their experiences and do some 1-1 work focusing on what they would like school to be like and how they think this could be achieved. This work may take two to four hours and may be done during one to three visits depending on your child's and the schools preference, and the length of time it takes to interview the child. Interviews will be held during the school day and will require the child to miss some lesson time (two to four hours depending on the length of interview).

This project will form part of my doctoral thesis and will therefore be written as a formal report. All participants will be anonymised within the report and confidentiality maintained. If your child participates in the project you will be given the option of whether you would like to receive a short report detailing a summary of the findings.

If you are willing to allow your child to take part please sign the attached form and return it with your child's in the stamped addressed envelope. During my discussion with your child about their experiences I will need to use a video recorder to ensure that I have gained all of their views. The recording will be kept confidential and will be for the researchers use only.

If you agree to this please sign in the appropriate place on the attached form. I am also aware that your child's preferred communication style may not be verbal English. If this is the case an interpreter can be arranged. Please fill out the attached form to indicate whether an interpreter is necessary.

Finally, I would like to reiterate that there are only a few potential participants across Warwickshire who will be approached to take part in this project and your child's contributions would be extremely valued.

Thank you for taking the time to read this letter. If you have any queries or would like any further information please feel free to contact me via the contact details at the top of this letter.

Yours Sincerely,

Suzie Edmondson
Trainee Educational Psychologist
University of Birmingham

Supervising tutor contact details:

Dr Julia Howe
Academic and Professional Tutor, educational psychology
School of Education
University of Birmingham
Edgbaston, Birmingham
B15 2TT, United Kingdom

[Redacted]

[Redacted]

Parental consent form

Parent name (please print): _____

Child's name (please print): _____

Please sign below to give consent for your child to participate in the project.

I have read the attached letter and the additional information sheet and I give consent for my child to be involved.

Signed (parent signature) _____

Please sign below to give consent for video recording to be used with your child.

I acknowledge that video recording will be used with my child and that the recordings are confidential and for the use of the researcher only. I give my consent for video recording to be used.

Signed (parent signature) _____

Child's preferred language

The researcher acknowledges that your child's preferred communication style may not be oral English. Please indicate your child's preferred communication style below by circling their preferred style.

Oral English

British Sign Language

Other

If you have circled 'Other' please write here what your child's preferred language is: _____

Finally in the unlikely event that the researcher needs to contact you regarding your child please provide a telephone number that you can be contacted on and consent to being contacted.

Phone number: _____

I consent to being contacted by the researcher should they need to speak to me regarding my child.

Signed (parent signature) _____

Important – please read

Additional Information

During the project the researcher will endeavour to maintain the confidentiality of the participants involved, including anonymising all data collected and reported. However, in the case of a safe guarding concern the researcher has a duty to report disclosures to the relevant safeguarding officers.

The researcher also acknowledges that there may be occasions when discriminatory or poor practice may be reported/uncovered. In the event of this happening the researcher may need to make other professionals aware of the situation.

APPENDIX 5

Interview schedule

Interview schedule

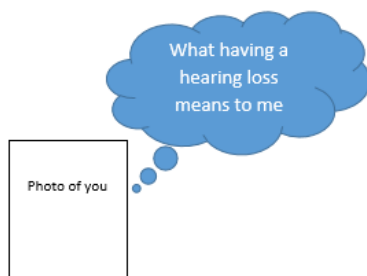
The interview schedule below represents the questions and areas of interest to be discussed with young deaf people with moderate hearing loss. The aim is for the interviews to be child friendly and this will be achieved by using child friendly resources. These are included in the table below with examples attached.

Issue/topic	Possible main questions	Prompts	Probes	Child friendly resource/s
Identity	Please tell me what having a hearing loss means to you. Core question	Can you tell me a bit more about..?	What do you mean by..? Can you just explain ...to me?	Photo/picture sheet created by young person to represent their views
School day	Please can you describe a typical day at school? Descriptive What are the main differences between a good day and a bad day at school? Contrast	Can you tell me a bit more about break times and lunch times at school? Can you tell me a bit more about..? How do you feel about..?	Sorry if this sounds like a silly question but..? What do you mean by..? Can you just explain ...to me?	My school day sheet Good day/Bad day sheet
Experiences in the classroom	Please can you describe your lessons and anyone you work with in those lessons? Descriptive What are the main differences between a good lesson and a bad lesson? Contrast	How do you feel about..? Can you tell me a bit more about that? Can you describe to me how..?	What do you mean by...?	The lessons I do and the people I work with sheet Good lesson/Bad lesson sheet
Relationships in school	Can you tell me about who you spend time with when you are at school? Narrative	Any peers in particular? Any teachers, teaching assistants or lunch time supervisors in particular?	Why do you think..? What do you mean by..? Can you tell me more about...?	Mind Map
Moving forward	Can you describe to me what you would change about your school if you could? Descriptive	Can you tell me a bit more about that? Can you explain to me why you would change..?	What do you mean by..?	Ideal school

Appendix 6

Participant work sheets/visual prompts to support interview questions

Cover this sheet in photos, pictures and words to represent what having a hearing loss means to you



My School Day

I get to school at...



The first thing I do when I get to school is...

After this it's time for...



Then it's time for...

At break I...

At lunch I...

After lunch I...

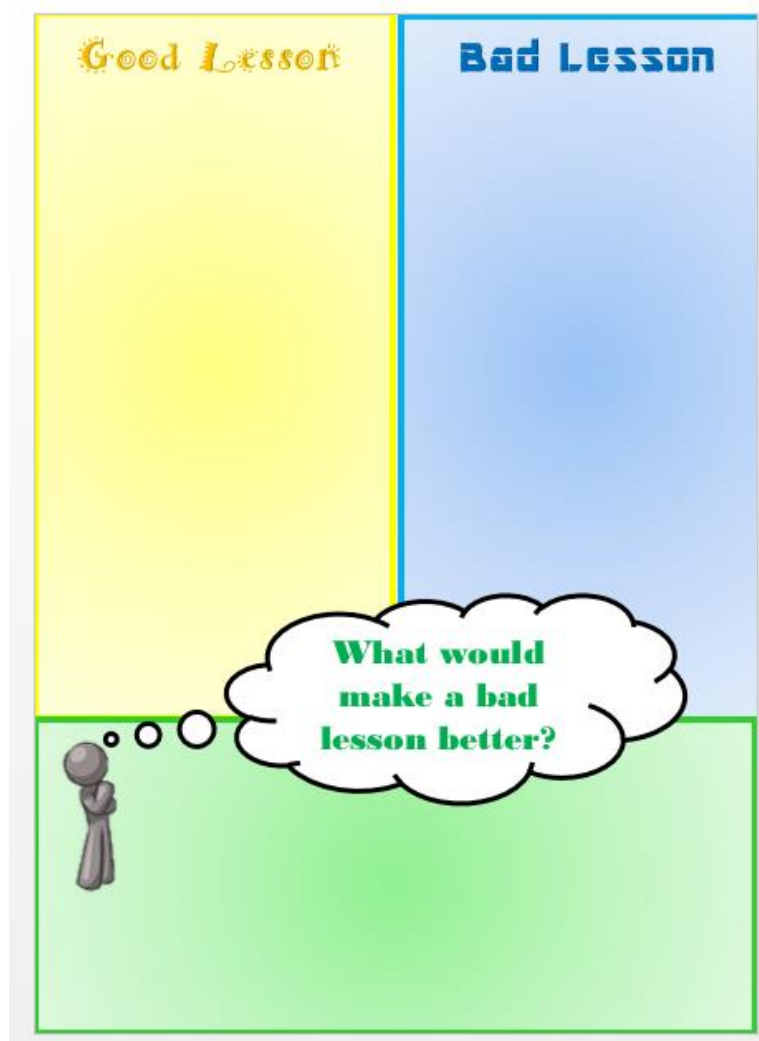


At the end of the school day...



My Lessons and My Views on Them

My lesson	Who I work with in the lesson	What I think of the lesson



Ideal school resource – adapted from Williams and Hanke (2007)

Guidelines for use

Equipment needed: a black pen and two sheets of plain A4 sized paper

Allow about an hour to complete the activity, perhaps with a short break if necessary

Explain to the pupil that you are going to be doing the writing today, acting as scribe. This is to take the pressure off the pupil and keep the process moving

The pupil is asked to make quick drawings or sketches (rather than detailed drawings). Reassure the pupil that it doesn't matter if an error is made

It is important to record exactly what the pupil says using their own words

If the pupil is overly anxious about drawing, either model stick people drawings first or just record the pupil's verbal responses

Allow time for the pupil to process the requests – repeat/reword/simplify the questions if not understood

Provide reassurance that there are no right or wrong answers or responses

Provide encouragement and praise for the pupil's involvement with the activity

Be sensitive about sharing the drawings with others, ask the child's permission and ensure that other adults understand that the child has trusted you in revealing such views, which must be respected

Drawing the kind of school you would like

The school - Think about the kind of school you would like to go to. This is not a real school. Make a quick drawing of this school in the middle of this paper. Tell me three things about this school. What kind of school is this?

The classroom - Think about the sort of classroom you would like to be in. Make a quick drawing of this classroom in the school. Draw some of the things in this classroom.

The children - Think about some of the children at the school you would like to go to. Make a quick drawing of some of these children. What are the children doing? Tell me three things about these children.

The adults - Think about some of the adults at the school you would like to go to. Make a quick drawing of some of these adults. What are the adults doing? Tell me three things about these adults.

Me - Think about the kind of school you would like to go to. Make a quick drawing of what you would be doing at this school. Tell me three things about the way you feel at this school.

Follow up scaling questions:

Show the participant a drawn scale from one-to-ten.

Where would you place your current school on this scale?

Where would you place the school you have drawn on this scale?

You have placed your current school at number ***, what would it look like/ be like if it were one place higher?

Can you think of anything that might move your current school two places up the scale, closer to your ideal school?

APPENDIX 7

Molly's transcript, typed up verbatim

Molly

- 1 Please tell me what a hearing loss means to you.
- 2 A hearing loss can mean, it makes me different from everyone else. That's why I like to kind of do
3 doing different things to my hearing aids and like, I like, I try to, sometimes I try to make a joke out
4 of it cause I kind of, my friends know me as like, being quite a funny person and just not like taking
5 everything seriously. So I think that like, it makes me more individual as a person.
- 6 So you said something about making your hearing aids different and being different, what did you
7 mean by those comments?
- 8 Yeah, I don't really know, I think it's a bit of both. They make me somewhat different but I also think
9 that my personality is kind of like, it kind of like, started with my hearing aids. Like when I was
10 younger I was never really confident with it and I used to try and make it so you couldn't see it, but
11 now that I'm older and more confident with them I'm kind of like, in what way can I make this more
12 me.
- 13 So tell me a bit more about how you do that.
- 14 I don't know, cause like when people ask me I never get like shy about it or uncomfortable I always
15 just answer them and like, I sometimes gets curious why I've got hearing loss and yeah...so, I don't
16 know. Mum said it could be something to do with like traumatic birth or something like that.
- 17 So lets have a look at this, so you've got sounding. Tell me a bit more why you put that one there.
- 18 I don't really know cause, it's just like one thing to do with hearing, so...
- 19 Ok, so when you wrote down sounding what were you thinking when you wrote that down?
- 20 Um, that sometimes I can't actually hear the sound very well.
- 21 Ok so tell me a bit more about that.
- 22 Yeah, so like a lot of background noise, like, I have to like ask people to repeat.
- 23 So can you tell me a bit more, I know it seems like a silly question?
- 24 Yeah, that like, it's just like a funny situation because like my friends, I've been very good friends
25 with them for at least like, over 5 years now and um, like every time I ask somebody to repeat
26 something they always get kind of like annoyed at me but I always find it funny and they, we both
27 normally end up joking about it.
- 28 So when you say they get annoyed...?
- 29 It's not like annoyed, annoyed. It's kind of like frustrating for me and them cause like I don't always
30 catch it.
- 31 And how are your friends with that?
- 32 Oh, my friends are fine with it, they're like, they're just like funny and they know everything about it,
33 so...
- 34 Ok, so what else have we got here. We have 'muffling'. Tell me what you were thinking when you
35 wrote that one.
- 36 Um, sometimes I just hear like, I get, sometimes it's like, just like a bit of a muffling sound, like you
37 hear someone mumble and stuff like that.

Molly

- 38 Ok and what's that like?
- 39 Again, it's like frustrating cause like you don't really catch it always, they have to repeat it.
- 40 What else have we got, is this one squealing?
- 41 Yeah
- 42 So what's that in relation to?
- 43 My hearing aids just naturally squeal, so...
- 44 Go on tell me a bit more about that then.
- 45 Basically sometimes they kind of squeal whenever I take them out. I sometimes leave them on by
46 accident when I take them out and they just kind of like squeal and squeak.
- 47 So how does that make you feel...or what are you thinking when they do that?
- 48 I just think it's like, cause I can't hear it, so I never really notice it. And then people tell me.
- 49 Ok, so who tells you?
- 50 Like my mum, my sister, people who can hear it.
- 51 And how do you feel when they tell you?
- 52 I feel like, I don't know, um, I don't know.
- 53 Ok, [referring back to sheet] so correcting, what's that one?
- 54 Just like, I get like confused saying the words so I have to like say it again and correct myself.
- 55 Ok, so when you say you get confused what do you mean by that?
- 56 Like, when I think of the word but when it just comes out it comes out like differently.
- 57 Ok, I see. So you think of a word but it comes out differently when you say it?
- 58 Yeah, so I have to like correct myself.
- 59 And how does that feel when you have to do that?
- 60 It kind of feels a bit like...I don't know, it kind of feels a little bit annoying because like...It kind of
61 feels a bit annoying because like I don't really want to, cause then I listen to my friends and then
62 they say it alright and then I'm like saying words wrong and I have to like, get other people to help
63 me, to help correct me.
- 64 And how does that feel?
- 65 Um, a little bit embarrassing because like, mmm.
- 66 And then we have repeating, is that one linked or is that one different to correcting? What did you
67 mean by repeating?
- 68 Errm, have to ask people to repeat themselves and then I probably have to repeat myself when I say
69 the word wrong.
- 70 Ok, so how often do you need to ask people to repeat themselves?

Molly

71 Ok, well it's kind of in different situations, like in the canteen, that's quite loud so I have to like,
72 unless I get it the first time around listening to like, that person, then I have to ask them to repeat it.
73 Ok so there are a couple of times you have mentioned that, like with the background noise and the
74 canteen. So can you tell me a bit more about that, what is that like?
75 Um, it's kind of difficult cause like when you're out and about, you kind of just wanna be, like
76 listening to everyone, you kind of have to focus on that one person or you kind of just miss it.
77 So you're really having to focus? How does that feel?
78 Um, sometimes, it does make me frustrated, cause then, I don't, I kind of don't understand why but
79 it just does make me frustrated.
80 Ok, so we have 'troublesome' here [referring to sheet]
81 Um, like, when I'm out and I'm just like hanging out with my friends it like runs out of battery and
82 that's so, it's really annoying cause you kind of just wanna be listening, not having to like carry a pack
83 of batteries.
84 Ok, so tell me about more about what happens when you run out of battery.
85 Err, if I run out of battery and I have batteries I change them, um, but if I don't, I like have a one-
86 down ear so I can't hear very well.
87 Ok, what's that like?
88 Err, yeah, it is very frustrating and annoying because like if you're out with your friends and you
89 haven't got any then you kind of like, well I can't hear you very well.
90 I mean how does that feel?
91 It kind of feels like I'm half in a conversation but not.
92 Ok, now 'different', we touched on that a bit when we started. Can you tell me a bit more about
93 'different'?
94 I just feel like it makes me different as a person and like, I feel like my personality is kind of revolved
95 around my hearing aids, trying to make like situations funny, so like if anyone did say anything about
96 my hearing aids I would just laugh about it and laugh it off.
97 And when you say laugh it off, this might sound like a stupid question, but are you really finding it
98 funny?
99 Err, no. I just find it a little kind of frustrating and like a little bit hurtful because like that person
100 doesn't really know what it's like to have hearing loss or hearing aids and they're just kind of like,
101 haha that's so funny.
102 How does that make you feel?
103 Err, I don't know it kind of, when people do say that and I laugh it off it kind of makes me feel like,
104 that like they've got a one up on me cause they've got perfect hearing.
105 And then along with that we have 'individual', is that similar or is that different?

Molly

106 Yeah, it's similar cause it makes me a very individual person and I, I just like, I don't really like to
107 follow the crowd I like to do things my own way. Like my hearing aids, I tried to make it like more
108 me, by like adding more colours and stuff like that.
109 Yeah, tell me a bit more about that because I can see you have a marbled effect one in today. So do
110 you change them up quite a lot?
111 Um, I think it's, cause I usually have a hearing aid appointment now when I change my hearing aids,
112 like once a year, so like I probably change them once a year and I try to get a bit of a pattern.
113 And what else have we got [looking at sheet]. We've got 'separate'?
114 I kind of think that like, when I say separate I mean like it puts me in a different category, so like, I
115 don't know cause, I kind of think it puts me in a different category to other people. Like I look at my
116 friends and I think like that they're all quite similar but different in their own way and then I'm quite
117 separate, in a different category of my own.
118 Ok, so you talk out these categories, tell me a bit more about what you mean when you say
119 category, because you say everyone is different but you say you are in a different category?
120 Like people, people have like perfect hearing and I'm like in the category of like people with hearing
121 aids and then I kind of, sometimes get jealous because like if I'm at a sleepover I have to take out
122 mine and like, stuff like that, whereas everyone else can just sleep and wake up and they can
123 automatically hear.
124 And how does that make you feel?
125 I only feel a little but like, um, like um jealous because I just wanna do that, even when we go
126 swimming, like I have to take out my hearing aids and stuff like that and if I can't find them then
127 {shrugs shoulders}...
128 What happens if you can't find them?
129 Dunno. I just walk around, cause I can't really hear them and like sometimes they're actually
130 shouting my name and I just don't hear them.
131 Ok, so if you can't find your hearing aids you can't really hear?
132 No, not very well anyway.
133 Ok, do you lose them very often?
134 My hearing aids...no. I used to but then I would get in lot of trouble.
135 So you try and take good care of them now?
136 Yeah.
137 How does it feel when you lose your hearing aids? Can you tell me a bit more what that experience
138 is like?
139 Um, I don't know how to describe that experience, dunno it kind of just makes me jealous of seeing
140 other people, which is like...
141 Ok, so more so when you lose them?
142 Yeah

Molly

- 143 Ok, 'difficult' have we had 'difficult', I don't think we have. So, 'difficult'?
- 144 Um, it's kind of similar to troublesome. Yeah, cause like it's difficult when I have to like carry around
- 145 a pack of batteries and kind of like difficult when I have to like get them out and it's a little bit like,
- 146 like I don't like being the centre of attention and when I do it people often look at me and stare.
- 147 Right, ok, so it might sound like a stupid question but do you feel like when you take out those
- 148 batteries you are the centre of attention because people are looking at you?
- 149 Yeah, I try to do it secretly sometimes, just like not drawing a lot of attention to myself.
- 150 How do you do that, wat strategy have you found?
- 151 I dunno, um, I haven't really found one yet, it's just like keeping it on the low.
- 152 How do people react when they do see you doing it?
- 153 They just like, they just ask like a load of questions, and I don't mind that cause I know that they're
- 154 curious and if I were in their shoes I would probably do the same thing. So, I'm a little bit like, I'll
- 155 answer your question.
- 156 What else have we got, 'Frustration'? It seems that this has come up just as we have been talking.
- 157 Do you want to say any more about 'frustration' as a thing on its own?
- 158 Well it's just kind of like covering the whole, like all of it to be honest.
- 159 What do you feel like it's a frustration at?
- 160 Just having to like look after them and, changing the battery, making sure nothing really happens to
- 161 them, so yeah.
- 162 Let's go for 'my own' [looking at the sheet]?
- 163 Cause like, cause like I see people with their hearing aids and I just feel like I don't want to go similar
- 164 to them. I want to do it my own, my own way.
- 165 Do you feel like you're managing to do that? Do you feel like you're managing to make it your own?
- 166 Yeah, definitely.
- 167 We have said a little bit about 'battery', did you want to say any more about that one or do you feel
- 168 like we've covered it?
- 169 Um, we've covered that one.
- 170 Yeah? What else have we got, I think, let's go with curious?
- 171 Um, it's kind of like a general thing cause like I know other people are curious and I know like I'm
- 172 curious as to why I have these.
- 173 Ok, so when you say others are curious, what do you think they are curious about?
- 174 Like, why I have them. How I got them and stuff like that. I, I have the same questions to be honest.
- 175 And do you feel like you have the answers?
- 176 Um, no. No not all the time, I don't know why I have them and I would like to know. Stuff like that.

Molly

- 177 What do you say when they are curious?
- 178 Uh, I dunno, I try to make a joke of it and like, stuff like that.
- 179 And how does it make you feel when they are asking you those questions?
- 180 Um, it doesn't really make me feel that much because like I know that they're just curious and
- 181 they're just asking me cause they want to know and like I said I would probably do the same thing if I
- 182 was in their shoes.
- 183 [Looking at the sheet] We've got 'funny', we touched on this at the start?
- 184 Cause I'm quite a funny person, a lot of people know me as being quite a humorous person, just
- 185 joking about serious situations a lot, I just kind of joke about them a lot and it's just like I make jokes
- 186 about it and stuff like that.
- 187 Why do you think you make those jokes about it?
- 188 Um, I don't really know. Like I say I'm just quite a humorous person, I just like to make jokes and it's
- 189 kind of like an inside joke to myself, so yeah.
- 190 So these last two, we have 'unique' and 'special', so are they meaning the same or are they slightly
- 191 different these two?
- 192 They're kind of meaning the same.
- 193 So do you want to talk about those ones, you can talk about them together if you find they're kind of
- 194 similar?
- 195 Um, well I feel unique because I've got these hearing aids and my personality is probably based
- 196 around them a little bit so yeah.
- 197 It's interesting because you have said that a few times, what, when you say your personality is based
- 198 around them, what elements of your personality do you feel like are based around them?
- 199 Um, well I'm beginning to become quite a confident person now and like when I was younger, when
- 200 I first got them I didn't really like them and I would always want to cover them up with like my hair
- 201 or trying to get skin coloured ones and it would always like put me a little bit on edge and make me
- 202 shy but now I've like got to secondary school I'm kind of like coming out my shell a little bit more
- 203 and I'm kind of like, well I just want to make these more special and unique towards me and like,
- 204 cause like it's helped me with my confidence because then it's made me more confident and not
- 205 really care what other people think about them.
- 206 Do you think if you didn't have hearing aids, do you think that would be the same in terms of
- 207 confidence?
- 208 I'm not really sure, I've never really thought of not having hearing aids cause I've always kind of had
- 209 them.
- 210 So the next question is please can you describe a typical day at school [sheet and pens given to
- 211 participant and supporting work sheet explained]. The first bit is about what time you get into
- 212 school.
- 213 Well I come in quite late. I'm not very good at time. Half, half eight. I think that's right, I'm not sure.
- 214 What time does school start?

Molly

215 Twenty to nine. That's when the first bell goes anyway.
216 The first thing I do when I get to school is...? So when you get to school and half past eight what is
217 the first thing you do when you get to school?
218 Um, just find my friends and talk to them. I like to make a lot of friends so I just see them on the way
219 in.
220 Ok, so you find your friends. So do you all walk into school from the same direction or do you meet
221 up beforehand, how do you meet?
222 Well, cause we're all kind of like spread out around the areas, uh, we'll walk by ourselves. Like I walk
223 by myself cause I get to school later and so I just find my friends outside and then walk into the
224 canteen like and meet other friends and go to lesson.
225 So you find your friends...I mean what's your group of friends? How many do you have in your group
226 of friends?
227 Qoooh, it's complicated because I have like my six. I mean I came here with two of my closest friends
228 from primary school so I've been like friends with them for like years now and like, they're in my
229 group and then like we've also made friends with like other new people, so like in my closest group I
230 have like my friends that I might here and that are now like my best friends and then, now like we're
231 friend with other groups and other people and like we're coming together with other groups. Kind of
232 just be like really close mates and everything.
233 Is there any reason in particular that they're the friends that you have?
234 Because like me they're quite funny but like they've got different aspects of funny, so, for me it's just
235 like making situations quite funny and like some more awkward and then my other friend they're
236 funny because they just make good jokes and puns and stuff like that, yeah. Like the kind of thing I
237 look for in a friend is just to be like funny and just be like a bit immature.
238 Ok, so what do you then do? So you get to school, you find your friends, and then after this it's time
239 for...?
240 The bell usually goes and we go to lessons.
241 So when you have your lessons do your friends go to your lessons with you or are they in separate
242 classes?
243 Um, it's kind of complicated cause four of my friends, like four of the six are in the opposite side of
244 the year so we don't really see them very much but we're really close with them and then I've got
245 like my best friend who's like in my class and we always joke around and stuff like that. We're quite
246 immature.
247 And in terms of lessons, I mean we'll talk about lessons later but how do you find lessons generally?
248 Um, I find them a little bit boring cause like, it's just school but since I've got like one my best friends
249 in there I find it little bit more fun cause like, cause like I kind of like my class now that I've grown
250 with it and got more confident with it. In year seven I was quite shy and didn't like it but now I'm in
251 year nine I'm sad to see it go.
252 Ok. Let's have a think about break then. So, at break..?

Molly

253 I just like, I dunno. I just like sit with my friend and just talk about stuff...we find our other friends as
254 well.
255 And what do you do when you find them?
256 Kind of just chat, that's the general thing.
257 Is it fairly easy chatting with your friends?
258 Yeah.
259 So here you said about having two lessons. How do you find moving between lessons, is that ok?
260 Yeah.
261 So after you've found your friends and had a chat, then it's time for...?
262 It's lesson, lesson.
263 How do you find lessons, although you said boring, do you find them fairly easy, or hard?
264 It kind of depends. Like, um, I've chosen my options for next year and I've chosen ones that I like
265 most enjoy and most like, feel like I'm mainly achieving.
266 Ok and which ones are they?
267 Um, health and social, that's new, and um history, art and business, but two of them are new.
268 And you chose them because...?
269 Um, cause I feel like it's going to be towards something I want to do after, and I quite like art and I
270 find history fairly easy.
271 So what are you thinking you want to do after?
272 Um, something to do with my hearing aids actually.
273 Really, what are you thinking?
274 Um, I don't know what it's called but like someone who just kind of helps with hearing aids and talks
275 to people with like hearing loss.
276 Have you got someone in mind who made you think of that? Someone you've met that does that?
277 Um, yeah. I think it's like my audiologist...? It's kind of just like a generalising yet, I'm not quite sure
278 what I want to go in but like it's one of the things that I quite like.
279 Sure, that's interesting. Do you also get like a specialist teacher that comes and sees you sometimes?
280 Yeah. She always comes in. She gives like check-ups sometimes.
281 And how is that?
282 Um, it's not bad, like people ask me where I'm going and I just tell them.
283 And what do you say when people ask you where you're going?
284 Just to the hearing lady.
285 And how do they react to that?

Molly

286 Um, they kind of just like, oh, ok.
287 How do you feel telling them?
288 Um, I don't really like telling people many things cause I kind of feel like that sometimes they don't
289 need to know but I tell them anyway.
290 And what do you do during that time together?
291 Basically just check up on my hearing aids, she usually like brings this big machine that just like scans
292 my hearing aids to see if they're all like working.
293 And what are you thinking, feeling when you're doing that?
294 Don't really know. Just kind of curious myself.
295 Yeah because I suppose like you said it's something you may want to go into. Why do you think that
296 is an area you might want to go into?
297 Um, because I've got hearing aids myself and I thought like that if like if other people are not very
298 confident with theirs I could like make them more confident, make them more sure of their hearing
299 aids.
300 Mom [looking at sheet]. So lunch times, what do you do at lunchtimes?
301 Um, I usually eat my lunch first and then, and then, cause like we've got fifty minutes, something like
302 that, we usually just like joke around with everyone, see the boys and talk to them.
303 So, when you see other people and the boys and stuff do you find it fairly easy chatting to them and
304 stuff as well?
305 Yeah, cause they know, I know quite a lot of them so I'm quite good friends with them as well.
306 Um, after lunch?
307 Um, VT.
308 What's that?
309 Basically, it's like an extra short lesson with like all the years. So basically you get 25 minutes and you
310 just go to your VT. It's before your last lesson and you do like, kind of socialise with other years, like
311 the years above and the years below.
312 How is that, like how do you find that?
313 Um, I don't mind cause like it was transition day yesterday, I kind of like wonder whether the new
314 year sixes that will be the new year sevens are curious why I have my hearing aids.
315 So even then you're thinking about it, what other new people might be thinking. How do you find it
316 in that group when it's mixed? Are you friends with the people in your VT group or is it a bit more
317 separate because you're in different years?
318 It's kind of like a little bit separate between the boys and the girls not really the years. Usually all the
319 girls talk to each other and then all the boys usually talk to each other.
320 And how do you find that, is that ok?
321 Yeah. I'm, I feel comfortable with that.

Molly

322 And at the end of the school day?
323 Um, after lesson I usually just like walk home with my friends or I go out and go to like the park and
324 socialise with everyone.
325 And how do you find when you're out in the community, when you're walking home or going out.
326 What is that experience for you?
327 Um, just that I always have to be quite prepared.
328 Ok, what do you mean by that?
329 Like taking batteries just in case.
330 Ok, so you just need to make sure you've got your batteries, is there anything else?
331 No, not that I know of.
332 OK, so if we move on this is thinking about the main differences between a good day and a bad day
333 at school [presents sheet]. So, if we have a think about a good day and what would happen in that
334 good day for you.
335 Um, just like getting to school on time... Um, doing like an assessment like a week before and getting
336 a good grade.
337 Do you generally get good grades?
338 Um, I think so but I think I kind of like need to focus more.
339 Why do you say that?
340 Because, like I'm just like quite a friendly person, like I make friends with everyone then I kind of like
341 get a bit immature and mess around with them.
342 What else would make a good day, a day that you would enjoy?
343 Um, just like having nice subjects and teachers.
344 So what subjects would be good for you?
345 Um, like art because we're very practical in it. I have two different science teachers and I only like
346 one of them, so yeah, um...I don't really know.
347 So would science be I there or would you just have a whole day of art?
348 I think cause, yeah, I quite enjoy science, I think I'm kind of good at it, so yeah.
349 So why do you like science?
350 Cause I find it quite easy, that is like the biology and chemistry but when it comes to physics it's kind
351 of like, hmm.
352 Before you said art because it's practical, do you prefer practical subjects.
353 Yeah.
354 Is there any reason you prefer practical subjects?

Molly

355 Um, no I don't think so, I think it's just like a general thing. Like some people like writing quite a lot
356 but I'm more like practical in like subjects and I like to do things more up and about.
357 Ok, [recaps on what would make a good day] so what else would make it a good day?
358 Um, I ~~dupno~~ just like being friendly to everyone and everyone being friendly.
359 Does, that happen when you say being friendly to everyone and others being friendly does that
360 happen a lot or do you ever find it's not like that?
361 Me being friendly with everyone?
362 Well, and them being friendly with you?
363 Oh, yeah, everyone's always friendly to me because, I, I like to do the same thing to them.
364 Ok anything else that would make it a really good day?
365 Um, if it's coming to the end of the day I usually get to have a good lesson and if it's nice outside ~~me~~
366 and my friends usually go to like the park and just like chill.
367 Anything else you want to add to your good day?
368 Um, no.
369 Ok now ~~lets~~ think about a bad day. What would a bad day look like?
370 Um, like if I wake up late...um, getting into school like late. My general bad days are like Mondays
371 and Tuesdays.
372 Ok, why are they so bad?
373 ~~Cause~~, like, I kind of think like no one likes Mondays cause like it ends the weekend and then um,
374 Tuesdays, it's just kind of like there, it makes the week longer. So, yeah.
375 Is there anything else that could make a day really bad? Any particular teachers or subjects.
376 Um, yeah. Like usually on the last Friday I usually have my other science teacher who I don't like.
377 Why don't you like them?
378 Cause like, she doesn't actually teach us and like she always tells me off for not doing anything and I
379 don't really understand why and it really annoys me.
380 So she tells you off for not doing anything. Do you feel like you're not doing anything?
381 Like I do admit like I'm being chatty sometimes but like sometimes I'm like talking about the work
382 and like when the whole class is talking and then she said like "you need to go out" cause you're
383 talking about the work to someone.
384 Anything else?
385 If like...I know what could make it a good day actually...
386 Ok, go on.
387 If like I'm looking forward to the weekend, like this weekend.
388 Have you got something happening this weekend?

Molly

389 Yeah, I'm going to a festival with all my friends...like then the same thing, not doing anything at the
390 weekend.
391 Anything else that could make a bad day?
392 No, not that I know of.
393 So if we were to try and make this bad day better?
394 Um, don't really know. Kind of just like planning something at the weekend so it makes me look
395 forward to something.
396 Do you feel like you can do that?
397 Yeah.
398 Do you often do things at the weekends?
399 Yeah, I don't really like to, I like to stay busy.
400 Ok, so what kinds of things do you like to do at the weekend?
401 Um, just hang out with my friends, often have sleepovers and things like that.
402 So, how do you tend to spend your weekends?
403 Um, just like meeting everyone, socialising with them.
404 How do you know those people that you socialise with?
405 Um, my closest friends they always come with me and everything and then I have like another
406 group, we're beginning to become like really close friends with them and always hanging around
407 with them.
408 So are these people you see inside of school or are they different?
409 Um, they're in the school, yeah. And then we kind of like meet all the boys as well. Some of them
410 have got boyfriends and like my friends are kind of friends with all of them so I'm kind of friends with
411 all of them.
412 So, it sounds like you've got quite a few friends. Can you tell me a bit more about them, you say you
413 like them because they're funny and that two of them came up with you from primary school, so
414 how did you become friends with them, why them?
415 Well it's kind of like a complicated story because like one of my friends we were kind of like mutual
416 friends in reception but like we were never really good friends and then like we came to year one
417 and the like I met like my really close friends who I'm really close with, like and then we all like came
418 together and now that we're in secondary school we've kind of always got our backs and stuff.
419 When you say that, have there been any situations where you've needed your friends to have your
420 back?
421 Um, I've never had anything. I know I can ~~kinda~~ take care of myself and I know that my friends can
422 but like if like they did need anything. Like, yeah, one of my friends had like this argument with this
423 girl and like I just said something because I knew I couldn't just let my friend get in an argument and
424 just not like say anything, so like yeah.

Molly

- 425 So have you had to stick up for yourself?
- 426 Just like, I don't like getting into like arguments and stuff like that. That's partly why I'm quite a
427 friendly person cause like I'm, I've also been known to go with the flow a lot and just like not really
428 care that much. So, if I have ever got into an argument I've just been like "can we sort this out?" and
429 just try and get past it.
- 430 Have you ever had a time where you've had to stick up for yourself because someone has been
431 getting at you?
- 432 Yeah.
- 433 What kind of thing?
- 434 I don't really know. Just kind of like anything, I dunno. I've just been like "can we sort this out, can
435 we talk about it?"
- 436 So, we've spoken a bit about a good day and a bad day. Are there any major differences between a
437 good day and a bad day?
- 438 Um, just not being told off, doing good in classes.
- 439 Do you get told off a fair bit, or not really?
- 440 Um, I think kind of like fifty-fifty, mainly I get told off for like being too chatty or chatting too much.
- 441 Why do you chat too much, what is it that makes you ~~wanna~~ chat?
- 442 Just like, it's just like when you're in class, you get a little bit bored, you turn around you don't listen
443 to the person.
- 444 What gets you bored in class?
- 445 Probably the topic.
- 446 And like with lessons do you feel you're doing quite well in your lessons?
- 447 Yeah I feel I'm doing quite well in my lesson, yeah, I kind of like to push myself. Because if I look at
448 my sisters I think they're really smart, and then like I'm not really like a competitive person but like
449 it's kind of like a little bit of sibling rivalry, so you kind of feel like you have to do something, like
450 make yourself look...
- 451 Are your sisters older than you?
- 452 Yeah I'm the youngest.
- 453 How old are your sisters?
- 454 Um, one of them is seventeen and the oldest one is like thirty, thirty-one?
- 455 Ok, so did they do quite well in school?
- 456 Yeah, my mum had my oldest sister when she was quite young so then I think my sister just felt
457 obliged to do it.
- 458 Ok, so I think we'll stop there [informs participant what they will be discussing the next day and
459 reminds her of timings]
-

Molly

- 460
- 461 So this is looking at your lessons, so really what I'm really asking is for you to describe your lessons
462 and anyone you work with in those lessons [explains supporting sheet]?
- 463 [Pupil lists subjects]
- 464 Ok so we're going to think about if you work with anyone in the lesson and if you need to work with
465 anyone I the lesson, so in French is there anyone that you work with or you find help you, or are you
466 fine on your own?
- 467 Well I tend to just work with the person next to me, um, I kind of work with the person next to me
468 and if I'm like really stuck I ask miss or turn around.
- 469 Usually do you get stuck because of the content of the lesson?
- 470 Yeah.
- 471 And then we've got art?
- 472 Yeah it's very practical so we're like, we're always up and about getting like paints and stuff like that.
473 So, we're like always to ourselves but you can sit where you want.
- 474 Yeah I think you said yesterday you liked art. So what about English?
- 475 English, ~~erm~~, not really, kind of, not really sure. Cause like, ~~erm~~, ~~kinda~~ just like, like I don't really
476 work with anyone cause I just find it easier working by myself.
- 477 Maths?
- 478 I just work with the person next to me, yeah just ask miss for help.
- 479 Um, RE?
- 480 I find RE like really easy so I don't really ask for help.
- 481 Ok, science?
- 482 Um, just work with people on my table.
- 483 Games?
- 484 Um, well this is a practical lesson so we're like always in groups and we always work together as a
485 team. Dance is kind of the same. Um, geography, like kind of like a whole class effort, all my friends
486 are like kind of spread out a little bit so we always like we always talk to each other.
- 487 And history?
- 488 History, yeah I find that quite easy and plus I sit next to one of my best friends.
- 489 The impression I get when I'm talking to you is that you don't need any extra support in lessons. Do
490 you feel like you can access the lessons ok or do you have any difficulties when people give
491 instructions or talking you through the lesson or anything?
- 492 Um, I find it ok. I haven't really found any difficulties with it.
- 493 So yesterday we looked at what makes a good day and a bad day. Now this is going to look at a good
494 lesson and a bad lesson. So what makes a good lesson for you?

Molly

495 Um, getting a good grade in an assessment...um, like working in a team.
496 Can you tell me why you like working with other people?
497 Um, because I like to like socialise and I feel like that's something I ~~wanna~~ do with like my, when I
498 pick a job. And I just kind of like socialising and talking to other people about things.
499 [looking at the sheet] Good teacher? Wat makes a good teacher?
500 I dunno there's just like some teachers that are a bit like, mmm, I ignore them. Like my science
501 teacher today I don't really want her.
502 So what makes a teacher good?
503 I don't know, I think it's just like. I think it's like based on the lesson as well. Um, I think that's it.
504 Ok, and what would make a bad lesson? [looking at the sheet] getting told off, what do you get told
505 off for?
506 Chatting.
507 [Looking at the sheet] what makes a bad teacher?
508 Kind of the same as the good teacher, like mainly based on the subject of a lesson and stuff like that.
509 What subjects, if you were thinking off the top of your head would be bad for you?
510 Um, geography.
511 What is it you don't like about geography?
512 I don't know, I kind of like, I'm not really keen on the teacher and I've not really been into geography
513 cause I just can't do it and I find it quite boring. Um, when you're friends aren't in.
514 [looking at the sheet] Oh yeah watching a ~~tv~~ programme? So what would make a bad lesson better?
515 Hmm, friends being in.
516 What is it about having your friends in your lesson that you like so much?
517 Um, well I don't really like to like, after lesson, ~~cause~~ we have lesson, lesson then break, cause like
518 one of my best friends is in my class I don't really like to walk by myself but now that I'm in year nine
519 I've kind of like made friends with all the other people in my class.
520 So now that you've made friends what does that make easier?
521 Um, just kind of like talking to everyone, it sometimes makes me more confident, stuff like that.
522 So is it about having your friends in the lesson or is it about having your friends there for when you
523 leave the lesson?
524 A bit of both.
525 So what's good about having your friends in the lesson with you?
526 Um, just like always having someone to talk to, so like, if you're having like a bad day in lesson then
527 you can always like talk to them about it...um, having a good subject.
528 What makes a subject good?

Molly

529 Um, what you do in it...watching a movie or a ~~tv~~ programme, or just a good teacher. Like I don't
530 mind history but we do a lot of writing in it, it's, I don't mind it. Um, same with science on Thursday
531 and Monday.
532 Is there anything that you really don't like about lessons generally? I mean do you mind kind of
533 writing and stuff?
534 Um, I don't mind, but it kind of like depends on the day as well so like French, I really don't like
535 French but it's also on a Monday and Tuesday, so...I think that's it.
536 Ok, so what are the main differences between a good lesson and a bad lesson?
537 How in a bad lesson you don't get to work with other people.
538 Ok, so that's quite important to you?
539 Yeah, and a good teacher.
540 Ok. Right so, the next one we have already touched on a little bit. The people you spend time with in
541 school [explains supporting worksheet].
542 Um, you've pretty much got everyone I work with on here. I don't work with any of these people
543 though [pointing to TA/LSA]. I work with the lady that comes in.
544 Ok, and tell me a little about that because I don't know what she does or what you do together so it
545 would be good to hear a bit about that?
546 Basically she just comes in once a term and just checks up on my hearing aids and sees if they're all
547 working good.
548 Do you have anyone who comes from outside who helps with learning or anything like that?
549 No.
550 Is she the only person from outside that comes to see you?
551 Yeah, although I was like, when I first started I was meant to wear a radio aid but I just didn't feel
552 comfortable wearing that.
553 Ok. Why didn't you feel comfortable with the radio aid?
554 Um, I dunno, cause it's just like, I'm in secondary school now and I don't really ~~wanna~~ be looked at
555 by many people and stared at, I just was just a little bit more like nerve-wracking.
556 So is the radio aid a bit more obvious?
557 Yeah...you have to like wear it over the top of the hearing aid to hear.
558 So what have you gone for instead of that?
559 Um, nothing, just like not wearing it and like sitting closer to the front.
560 Oh, ok. So instead of having the radio aid you decided I don't want that. Does that make it harder for
561 you if you don't have it?
562 Um, kind of a little bit cause like the teacher isn't, I don't hear the teacher and just hear teacher but I
563 didn't really like that in the first place.

Molly

564 Go on tell me a bit more.
565 Cause I just thought that people would like stare at it and just like wonder what it is and I just
566 thought I wasn't very confident with that, so then I just didn't really bother with it.
567 Ok, so we got rid of the radio aid but instead sitting loser to the front of the classroom, is that right?
568 Yeah.
569 Ok, and does that help?
570 Um, sometimes.
571 And what about the other times?
572 Um, sometimes they just write it on the board so it's kind of like you can just read it off the board.
573 Ok, so is there ever a time where they don't write it on the board and you're struggling, or general
574 are you ok?
575 Generally I'm ok but like if it's like the odd time that I miss it I can just ask the people around me.
576 Ah, ok so you've got people that you can ask?
577 Yeah.
578 So, when did you decide that? Was it when you came to secondary school or did you just find that
579 you didn't want the radio aid anymore?
580 When I came to secondary school.
581 Ok, so the only people that you really see is this hearing aid lady once a term, and she kind of like
582 checks your hearing aids. So, how long does that take?
583 Um, not long, like half an hour.
584 Ok and do you pick different lessons when she comes in because I imagine you must miss stuff when
585 she comes in.
586 No, she kind of just pops in.
587 And how do you feel about having to do that?
588 Um, I don't mind doing that. I know that it's kind of like necessary to do it and stuff like that.
589 Is there anyone else other than peers, teachers, friends that you spend time with? I know you don't
590 have that one [pointing to TAs and LSAs] so you can cross that out if you want to. Have you ever had
591 support from TAs or LSAs or anything?
592 Umm, in primary school I did. Cause I needed to have, like to develop my speech and yeah.
593 And then when you got to secondary...?
594 No.
595 You've never had any support there?
596 No.

Molly

597 How do you feel about that?
598 Um, I'm kind of like relieved about it cause then I feel like there would be more pressure to be
599 better.
600 Ok, so what do you think you would feel pressure at being better at?
601 Just like better at focusing my hearing and listening to people and like, my speech and stuff like that.
602 So you think they would put pressure on you to be better than you are at the moment?
603 Yeah, mmm.
604 So do you feel like it's worse without them?
605 No, I just feel like with them, that I would need to like be better and competently be always kind of
606 on point.
607 Ok, so tell me a bit more about how you feel not having them.
608 Like I said, relieved and just like kind of glad I don't have them. To me I kind of feel like I don't need
609 them cause I had them all the way through primary school. They taught me like the basics and now,
610 it's like I can just learn by myself.
611 So what we're going to talk about now is how you would change this school if you could. So how
612 we're going to do this is firstly, in an ideal world what would your perfect school be [further explains
613 task]. So we'll be doing this by me asking you some questions, so. The first one is the school. Think
614 about the kind of school you would like to go to. It's not a real school, make a quick drawing of the
615 school in the middle of the paper.
616 Um, I think I would like it to be this school just a little bit different [starts drawing].
617 So there's your school, lovely. So I want you to tell me three things about this school. What kind of
618 school is this?
619 Um, a secondary school. Um, the classes are less divided than this school.
620 When you say less divided what do you mean?
621 So like, we have opposite side of years and they are more organised but like when you're friend,
622 when most of your friends are on the opposite side of the year you kind of want to be more
623 together.
624 Oh, I see so is your year group divided?
625 Yeah. We have like a Y side and an X side and I think I'm on the X side.
626 So you would rather it was just all together?
627 Yeah.
628 And why would you rather it was all together.
629 Because you can just socialise more and I feel like it's going to be easier for you to make friends
630 when you come here so that you kind of just get to know everyone, know them better.
631 Tell me something else about this school.

Molly

632 Um, more creative classes. So like in art doing something other than drawing portraits and stuff like
633 that and do more creative things like photography and sculpting and stuff like that.

634 Ok, so lets have a think about the classroom. Have a think about the sort of classroom you would like
635 to be in, make a quick drawing of this classroom in the school, so you can draw it to one side if you
636 want.

637 Um, [starts drawing]...all working on tables.

638 Ok, so you work on those tables. So what have you got in that classroom?

639 Posters.

640 Ok and what kinds of things are on the posters?

641 Um, kind of depending on the subject like things that help you with it. Um, like a projector for the
642 whiteboard.

643 You've got three tables there [looking at drawing].

644 Yeah there would be more but there like in tables of four.

645 Ok so you have four people at each table, ok and why have you chosen to have four people at each
646 table.

647 Because I feel like it would make it easier to work in groups and just like share ideas on lessons and
648 the kind of topic that we're working on.

649 Ok so in this ideal school, think about some of the children that you would like to have there. Make a
650 quick drawing of some of these children, what are they doing?

651 I don't really know, I think it would be a lot like this but with just small changes, like you'd have your
652 years and like for lunch you'd sit, where you sit in your spaces, so I don't really know.

653 So what would the actual children be like?

654 Um, individual or different, like no school uniform [starts drawing].

655 Why would you get rid of school uniform?

656 Cause I think it makes a person more creative and more independent and also kind of like preparing
657 them for when they get job, so they won't like, they'll probably have a uniform but like they'll, there
658 will be like a dress code instead of a proper uniform.

659 So what would these children be doing?

660 Um, creative things. I would like all people to have at least one instrument.

661 Ok, so everyone will play one instrument.

662 Yeah, they actually used to do that.

663 Really, what did you used to do?

664 Um, they changed it before I got here, my sister used to play the trombone, she wasn't very good.

665 Ok, so all the kids, they would be wearing their own stuff, they would have to play an instrument can
666 you tell me something else about what they would be doing?

Molly

667 Um, I think they would be like more practical and outside for games, something like that.

668 Can you tell me a bit about the personalities of those children?

669 Um, creative, um, kind of down-to-earth. Mmm, just like I don't know, their own person so they
670 don't have to copy anyone or like follow the crowd and just do it their own way.

671 So now I want you to think about the adults at this school. So make a quick drawing of some of these
672 adults. Again you can do stick people and we can talk around it if you want to.

673 Um, I think you would have like, I would have like people here at my school and they would probably
674 be like wearing their own clothes but kind of like what they were now so they're uniformed but their
675 own clothes, a dress code.

676 What would these adults be doing?

677 Um, just helping people understand their subject more and if a student is having trouble with that
678 subject that student can like go up to that teacher and that teacher can like tutor them in that
679 subject.

680 Ok so in your ideal school you would have teachers available to do a bit of tutoring in subjects. Can
681 you tell me a few things about those adults, about them?

682 Um, I think they would just be like, um, I don't really know how to explain it but I think they would
683 just be like more helping and more kind of welcoming to new students.

684 So what would being welcoming look like?

685 Um, maybe like assigning a new student to like another student that's been here for quite a while
686 and letting that student sort of mentor them and show them they're way around school.

687 Did you have that when you came here or not?

688 No.

689 So now we need to think about you and putting you in this ideal school. So if you want to do a little
690 drawing that represents you in this school?

691 Um, I don't really know. I think I would just be like a normal student, kind of be like everyone else in
692 the school but like different.

693 What do you mean when you say that?

694 Kind of look for my friend and just try and enjoy school.

695 Ok, [looking at drawing] so there's you in your perfect school. Tell me three things about the way
696 you feel in your ideal school.

697 A little more at ease because I'm in my own clothes, um, more welcoming to new students not like
698 bombarding them with loads of questions, and kind of not under too much pressure so if I need the
699 help I can just ask someone to tutor me.

700 Ok, so when you say not under too much pressure?

701 Like pressure to do well in your GCSEs.

702 So you feel like it would help you to have a tutor to help you through that?

Molly

- 703 Yeah but I know that I can like, kind of, um, kind of like do it on my own and if I do need any help I
704 always just ask someone.
- 705 Ok, so what kind of things do you usually ask for help with?
- 706 Um, just like if I have homework that I don't understand I can ask the teacher help for that, um, I
707 don't really know.
- 708 So, we have a nought at one end and a ten at one end of this scale and we have you perfect school
709 at a ten, where would we put this school at the moment?
- 710 Um, I think it would be like in the middle.
- 711 Yeah? Do you wanna pop a line down? So this is your school now, it's about a five. If we were going
712 to have it at a six so it was a bit closer to your ideal school what would we need to change?
- 713 Just making it more together and easier to socialise with like the years, not the years but like, when
714 you have like separate sides to just make it more like together.
- 715 Ok, so that would take it to a six?
- 716 Yeah.
- 717 What would take it to a seven?
- 718 Um, probably just like, either having no uniform or being more creative within lessons.
- 719 Ok. What is it about this non-school uniform and being an individual that you like so much?
- 720 Um, cause I kind of think it makes you more creative and thinking about what you wear, but there
721 needs to be a dress code in case like it's like inappropriate. I find I'm more comfortable in my own
722 clothes and that they can kind of like prepare us for when we get a job and we have a dress code,
723 uniform there.
- 724 Ok, so it looks like to get closer to your ideal school we would get rid of the divide through the
725 school to make it more sociable so you could have a bit more of that, get rid of school uniform and
726 get a bit more creative. That seems like what you want. Is there anything else you would change
727 about this school, this actual school that would make it easier for you?
- 728 Probably like going home at lunch but like coming back, so like if you've like forgot your book and
729 you have like homework due in you can just like tell the teacher that you can have it like last period
730 or lesson and you can just go home and get it.
- 731 So when we first met you showed me the drawing of the ear and that had some things that were
732 quite difficult for you in it. Is there anything this school could do to make those things easier?
- 733 I don't really know to be honest.
- 734 Because at the beginning you mentioned background noise and things, where does that happen the
735 most?
- 736 Like in the canteen, at break and sometimes at lunch. But I just like try to focus and listen to the
737 person.
- 738 Would there be anything that could make that easier, is there anything the school could do?













Molly






- 739 Um, I don't think they should, and I don't think I would want them to cause like, well we need to be
740 prepared for when we actually leave, we'll have to like learn how to deal with it.
- 741 Is there any other reasons you wouldn't want them to change those things?
- 742 Um, I don't know, I don't really know.
- 743 Anything else you would change about this school if you could to make life a little bit easier?
- 744 More trips.
- 745 What kind of trips would you go on?
- 746 Um, I don't know just kind of like trips that take you out for a day.
- 747 Anything else you would tell me about your experiences of being a pupil with a moderate hearing
748 loss, or anything else you would like to tell me about what's it's like in the life of you?
- 749 I don't really know to be honest. It's kind of like being the same as everyone else and just like having
750 to go to school with hearing aids.
- 751 Ok well I think we have covered everything. Thank you for your time and talking with me.














APPENDIX 8

Analysed transcript with notes and initial/emerging themes














Exploratory comments	Original Transcription	
Considers the hearing loss as setting her apart from others. <u>Making joke out of own hearing loss – form of protecting self? Easier to do this than take it seriously? Again it sets her apart – sees this as a positive thing?</u>	I: Please tell me what a hearing loss means to you. R: A hearing loss can mean, <u>it makes me different from everyone else. That's why I like to kind of do doing different things to my hearing aids and like, I like, I try to, sometimes I try to make a joke out of it cause I kind of, my friends know me as like, being quite a funny person and just not like taking everything seriously. So I think that like, it makes me more individual as a person.</u>	Suzanne Edmon <u>Emergent themes</u>
Hearing aids make her different. Feel personality is linked with hearing aids. A description of growth over time. <u>She seems more positive about them now but is that because she is confident with them or because she's learnt to deal with it by taking some control in how they look – she is in charge of them rather than in charge of her.</u>	I: So you said something about making your hearing aids different and being different, what did you mean by those comments? R: Yeah, I don't really know, I think it's a bit of both. They make me somewhat different but I also think that my personality is kind of like, it kind of like, started with my hearing aids. Like when I was younger I was never really confident with it and I used to try and make it so you couldn't see it, but now that I'm older and more confident with them I'm kind of like, in what way can I make this more me.	Suzanne Edmon Different Suzanne Edmon Hearing aid design Suzanne Edmon Joking about it/humour Suzanne Edmon Individual/unique
Has an understanding of why others might be curious as she too is looking for answers. <u>Seems to want answers about her diagnosis and although she has a an answer this does not see enough – still gets curious. What is it like living with this answered question?</u>	I: So tell me a bit more about how you do that. R: I don't know, cause like when people ask me I never get like shy about it or uncomfortable I always just answer them and like, I sometimes gets curious why I've got hearing loss and yeah...so, I don't know. Mum said it could be something to do with like traumatic birth or something like that.	Suzanne Edmon Personality linked with hearing™ Suzanne Edmon Disliked when younger Suzanne Edmon Trying to hide hearing aids Suzanne Edmon Acceptance over time Suzanne Edmon Curiosity from others Suzanne Edmon Curiosity about own hearing loss Suzanne Edmon Reason for hearing loss
Can't hear certain sounds	I: So lets have a look at this, so you've got sounding. Tell me a bit more why you put that one there. R: I don't really know cause, it's just like one thing to do with hearing, so... I: Ok, so when you wrote down sounding what were you thinking when you wrote that down? R: Um, that <u>sometimes I can't actually hear the sound very well.</u>	Suzanne Edmon Difficulty hearing
Impact of background noise on hearing others.	I: Ok so tell me a bit more about that. R: Yeah, so like a lot of <u>background noise, like, I have to like ask people to repeat.</u>	Suzanne Edmon Background noise Suzanne Edmon Need for repetition






<p><u>Does she really find it funny or is humour acting as a defence mechanism – a more comfortable way to describe it. Describes friends as getting annoyed. She seems to use humour as a defence mechanism and a way of resolving any issues (annoyed friends)</u></p> <p>Changing wording from annoyed to frustrating. Recognises frustration of others and self – what impact do these situations have on her.</p> <p>Friends who are understanding seem to make things easier</p> <p>Describing what sound is like with hearing loss.</p> <p>Word frustrating again. Uses word 'catch' – it is like a challenge, to hear what people are saying just at the right time, otherwise she has missed it.</p> <p>The word 'naturally' - like they are alive and have their own agenda</p>	<p>I: So can you tell me a bit more, I know it seems like a silly question?</p> <p>R: Yeah, that like, it's just like a funny situation because like my friends, I've been very good friends with them for at least like, over 5 years now and um, like every time I ask somebody to repeat something they always get kind of like annoyed at me but I always find it funny and they, we both normally end up joking about it.</p> <p>I: So when you say that they get annoyed..?</p> <p>R: It's not like annoyed, annoyed. It's kind of like frustrating for me and them cause like I don't always catch it.</p> <p>I: And how are your friends with that?</p> <p>R: Oh, my friends are fine with it, they're like, they're just like funny and they know everything about it, so...</p> <p>I: Ok, so what else have we got <u>here</u>. We have 'muffling'. Tell me what you were thinking when you wrote that one.</p> <p>R: Um, sometimes I just hear like, I get, sometimes it's like, just like a bit of a muffling sound, like you hear someone mumble and stuff like that.</p> <p>I: Ok and what's that like?</p> <p>R: Again, it's like frustrating cause like you don't really catch it always, they have to repeat it.</p> <p>I: What else have we got, is this one squealing?</p> <p>R: Yeah</p> <p>I: So what's that in relation to?</p> <p>R: My hearing aids just naturally squeal, so...</p> <p>I: Go on tell me a bit more about that then.</p>	<p> Suzanne Edmondson Good friends</p> <p> Suzanne Edmondson Joking about it/humour</p> <p> Suzanne Edmondson Need for repetition</p> <p> Suzanne Edmondson Frustration</p> <p> Suzanne Edmondson Difficulty hearing</p> <p> Suzanne Edmondson Friends who understand</p> <p> Suzanne Edmondson Difficulty hearing</p> <p> Suzanne Edmondson People mumbling</p> <p> Suzanne Edmondson Frustration</p> <p> Suzanne Edmondson Difficulty hearing</p> <p> Suzanne Edmondson Need for repetition</p> <p> Suzanne Edmondson Squealing hearing aids</p>
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<p><i>'Squeal' – seems like a word for something living</i> <u>Seems to blame self for the hearing aid noise as she identifies that it is when she leaves them on by accident. Her responsibility in turning them off</u></p> <p><u>Relies on others without hearing aids – what's it like going from hearing to not hearing, independent to dependent?</u></p> <p><i>Struggling to find words to explain it – difficulty explaining it as not thought about it or difficult emotion to express?</i></p> <p><u>Confusion over saying words and needing to repeat self. Extra work/effort of having to correct self – what impact does this have</u></p> <p><u>Difficulty of knowing what she wants to say but it not coming out how she wants – does she feel she has a lack of control over how words come out?</u></p> <p><u>Has to correct herself. Aware of getting it wrong and needing to change it</u></p> <p><u>Annoyed at needing to correct self and doesn't want to have to. She seems to be comparing herself to her friends and is aware she has more or a difficulty than them. Seems to be an occasion when her hearing loss</u></p>	<p>R: Basically sometimes they kind of squeal whenever I take them out. I sometimes leave them on by accident when I take them out and they just kind of like squeal and squeak.</p> <p>I: So how does that make you feel...or what are you thinking when they do that?</p> <p>R: I just think it's like, cause I can't hear it, so I never really notice it. And then people tell me.</p> <p>I: Ok, so who tells you?</p> <p>R: Like my mum, my sister, people who can hear it.</p> <p>I: And how do you feel when they tell you?</p> <p>R: I feel like, I don't know, um, I don't know.</p> <p>I: Ok, [referring back to sheet] so correcting, what's that one?</p> <p>R: Just like, I get like confused saying the words so I have to like say it again and correct myself.</p> <p>I: Ok, so when you say you get confused what do you mean by that?</p> <p>R: Like, when I think of the word but when it just comes out it comes out like differently.</p> <p>I: Ok, I see. So you think of a word but it comes out differently when you say it?</p> <p>R: Yeah, so I have to like correct myself.</p> <p>I: And how does that feel when you have to do that?</p> <p>R: It kind of feels a bit like...I don't know, it kind of feels a little bit annoying because like...It kind of feels a bit annoying because like I don't really want to, cause then I listen to my friends and then they say it alright and then I'm like saying words wrong and I have to like, get other people to help me, to help correct me.</p>	<div data-bbox="1765 357 2152 408">  <p>Suzanne Edmondson Hearing without hearing aids</p> </div> <div data-bbox="1765 699 2152 750">  <p>Suzanne Edmondson Difficulty saying words and correcting self</p> </div> <div data-bbox="1765 986 2152 1037">  <p>Suzanne Edmondson Annoying</p> </div> <div data-bbox="1765 1056 2152 1107">  <p>Suzanne Edmondson Comparing self to others</p> </div> <div data-bbox="1765 1126 2152 1177">  <p>Suzanne Edmondson Help from others</p> </div>
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<p><u>is evident and she requires help from others – she doesn't want to have to do this.</u></p>	<p>I: And how does that feel?</p>	 Suzanne Edmondson Embarrassing
<p>Embarrassment of needing help from others</p>	<p>R: Um, <u>a little bit embarrassing</u> because like, mmm.</p>	 Suzanne Edmondson Repetition
<p><u>Lots of talk around the need for repetition – how much does this impact on her everyday life?</u></p>	<p>I: And then we have repeating, is that one linked or is that one different to correcting? What did you mean by repeating?</p>	 Suzanne Edmondson Correcting self
<p><u>Aware of the different areas that she is more likely to have difficulties in</u></p>	<p>R: <u>Erm, have to ask people to repeat themselves and then I probably have to repeat myself when I say the word wrong.</u></p>	 Suzanne Edmondson Difficulties in certain environments
<p><u>Impact on joining in with group discussions. Indication that she can't hear everyone all at once and may be missing information. Seems to really need to focus in on what saying – how tiring is this? In group situation there seems to be one chance to hear what they are saying or you 'miss' it – no mention of repetition here.</u></p>	<p>I: Ok, so how often do you need to ask people to repeat themselves?</p>	 Suzanne Edmondson Repetition
<p><u>Aware of emotion but struggles to explain where the route of that frustration is – does she recognise it is related to hearing loss and not want to admit it or has she not made the link?</u></p>	<p>R: Ok, <u>well it's kind of in different situations, like in the canteen, that's quite loud so I have to like, unless I get it the first time around listening to like, that person, then I have to ask them to repeat it.</u></p>	 Suzanne Edmondson Difficulty listening multiple people
<p><u>Impedes on social occasions as well. Seems frustrated at the need to rely on hearing aids and just wants to listen to her friends rather than have the barrier of her batteries running out.</u></p>	<p>I: Ok so there are a couple of time you have mentioned that, like with the background noise and the canteen. So can you tell me a bit more about that, what is that like?</p>	 Suzanne Edmondson Needing to focus in on one person
<p><u>Aware of emotion but struggles to explain where the route of that frustration is – does she recognise it is related to hearing loss and not want to admit it or has she not made the link?</u></p>	<p>R: Um, <u>it's kind of difficult cause like when you're out and about, you kind of just wanna be, like listening to everyone, you kind of have to focus on that one person or you kind of just miss it.</u></p>	 Suzanne Edmondson Frustration
<p><u>Impedes on social occasions as well. Seems frustrated at the need to rely on hearing aids and just wants to listen to her friends rather than have the barrier of her batteries running out.</u></p>	<p>I: So you're really having to focus? How does that feel?</p>	 Suzanne Edmondson Batteries
<p><u>Impedes on social occasions as well. Seems frustrated at the need to rely on hearing aids and just wants to listen to her friends rather than have the barrier of her batteries running out.</u></p>	<p>R: <u>Um, sometimes, it does make me frustrated, cause then, I don't, I kind of don't understand why but it just does make me frustrated.</u></p>	 Suzanne Edmondson annoying
<p><u>Impedes on social occasions as well. Seems frustrated at the need to rely on hearing aids and just wants to listen to her friends rather than have the barrier of her batteries running out.</u></p>	<p>I: Ok, so we have 'troublesome' here [referring to sheet]</p>	 Suzanne Edmondson annoying
<p><u>Impedes on social occasions as well. Seems frustrated at the need to rely on hearing aids and just wants to listen to her friends rather than have the barrier of her batteries running out.</u></p>	<p>R: Um, like, when I'm out and I'm just like hanging out with my friends it like runs out of battery and that's so, <u>it's really annoying cause you kind of just wanna be listening, not having to like carry a pack of batteries.</u></p>	 Suzanne Edmondson annoying
<p><u>Impedes on social occasions as well. Seems frustrated at the need to rely on hearing aids and just wants to listen to her friends rather than have the barrier of her batteries running out.</u></p>	<p>I: Ok, so tell me about more about what happens when you run out of battery.</p>	 Suzanne Edmondson annoying

Responsibility of changing the batteries. <u>When doesn't have the batteries then hearing loss is more evident and impacts on her</u>	R: Erm, if I run out of battery and I have batteries I change them, um, but if I don't, I like have a one-down ear so I can't hear very well.	Suzanne Edmon	Batteries
Again impeding on social occasions when batteries have been forgotten. Disability is then more noticeable and having more of an impact on her.	I: Ok, what's that like?	Suzanne Edmon	Only being able to hear through
Indication that does not feel fully included without functioning hearing aids	R: Erm, yeah, it is very frustrating and annoying because like if you're out with your friends and you haven't got any then you kind of like, well I can't hear you very well.	Suzanne Edmon	frustrating
Identifying as different to others. Indication that her personality and identity is linked to her hearing aids. Again mentions laughing off hearing loss – is this a defence mechanism?	I: I mean how does that feel?	Suzanne Edmon	annoying
Truth of what she feels under the laughing – she does find it hurtful. Protective barrier suddenly seems to drop as she explains that people don't understand her hearing loss. Indication that people don't know how hard it is – which indicates she does experience difficulties as someone with hearing loss. Was this hard for her to say as initially she seemed keen to show that she was confident with her hearing loss.	R: it kind of feels like I'm half in a conversation but not.	Suzanne Edmon	batteries
Defence of laughing off again. Comparing herself to others and seeing herself as lower than them because of hearing status.	I: Ok, now 'different', we touched on that a bit when we started. Can you tell me a bit more about 'different'?	Suzanne Edmon	Difficulty hearing
	R: I just feel like it makes me different as a person and like, I feel like my personality is kind of revolved around my hearing aids, trying to make like situations funny, so like if anyone did say anything about my hearing aids I would just laugh about it and laugh it off.	Suzanne Edmon	Not fully in conversation
	I: And when you say laugh it off, this might sound like a stupid question, but are you really finding it funny?	Suzanne Edmon	Different
	R: Err, no, I just find it a little kind of frustrating and like a little bit hurtful because like that person doesn't really know what it's like to have hearing loss or hearing aids and they're just kind of like, haha that's so funny.	Suzanne Edmon	Personality linked with hearing
	I: How does that make you feel?	Suzanne Edmon	Others commenting
	R: Erm, I don't know it kind of, when people do say that and I laugh it off it kind of makes me feel like, that like they've got a one up on me cause they've got perfect hearing.	Suzanne Edmon	Using humour
	I: And then along with that we have 'individual', is that similar or is that different?	Suzanne Edmon	frustrating
		Suzanne Edmon	hurtful comments from others
		Suzanne Edmon	lack of understanding form
		Suzanne Edmon	use humour as protection
		Suzanne Edmon	comparing self to others/ feeling










Has accepted that she is different and although this has some negativity to it, using it to be seen as an individual seems to be more positive. She seems to consider individuality as a positive thing and is showing this through her hearing aids. <i>Tried to make hearing aids more me indicates that she hasn't see them as very her in the past</i>	R: Yeah, it's similar cause it makes me a very individual person and I, I just like, I don't really like to follow the crowd I like to do things my own way. Like my hearing aids, I tried to make it like more me, by like adding more colours and stuff like that.	 Suzanne Edmondson Individual and unique
Does having the opportunity to change the design make the hearing aid appointment more enjoyable? One of the things she can have control over with her hearing loss.	I: Yeah, tell me a bit more about that because I can see you have a marbled effect one in today. So do you change them up quite a lot? R: Um, I think it's, cause I usually have a hearing aid appointment now when I change my hearing aids, like once a year, so like I probably change them once a year and I try to get a bit of a pattern.	 Suzanne Edmondson Hearing aid design  Suzanne Edmondson appointments  Suzanne Edmondson Hearing aid design
Not just different but in a different category – takes difference to a greater level – almost separates her off even more. Comparing herself to her friends again and recognising a larger difference between herself and them – impact on sense of belonging?	I: And what else have we got [looking at sheet]. We've got 'separate'? R: I kind of think that like, when I say separate I mean like it puts me in a different category, so like, I don't know cause, I kind of think it puts me in a different category to other people. Like I look at my friends and I think like that they're all quite similar but different in their own way and then I'm quite separate, in a different category of my own.	 Suzanne Edmondson Different to others  Suzanne Edmondson Comparison to others
Identifies as someone with hearing aids and in her mind this separates her from her friends. Seems very aware of her differences and the things she is missing out on by not being able to hear fully. Has quite strong emotions around jealousy of her friends hearing – therefore may have accepted hearing loss but still aware of impact on her Again, aware of the differences and impact of hearing loss and emotions associated with it. Seems to be a hassle to need hearing aids all the time	I: Ok, so you talk out these categories, tell me a bit more about what you mean when you say category, because you say everyone is different but you say you are in a different category? R: Like people, people have like perfect hearing and I'm like in the category of like people with hearing aids and then I kind of, sometimes get jealous because like if I'm at a sleepover I have to take out mine and like, stuff like that, whereas everyone else can just sleep and wake up and they can automatically hear.	 Suzanne Edmondson Different category  Suzanne Edmondson Taking hearing aids out  Suzanne Edmondson Comparing self to others
Impact of not having hearing aids and not hearing others – suddenly reduces ability to interact with others	I: And how does that make you feel? R: I only feel a little but like, um, like um jealous because I just wanna do that, even when we go swimming, like I have to take out my hearing aids and stuff like that and if I can't find them then (shrugs shoulders)... I: What happens if you can't find them? R: Dunno, I just walk around, cause I can't really hear them and like sometimes they're actually shouting my name and I just don't hear them.	 Suzanne Edmondson Comparing self to others  Suzanne Edmondson Taking hearing aids out  Suzanne Edmondson Losing hearing aids  Suzanne Edmondson Hearing without hearing aids






<p><u>Repercussions of getting in trouble for losing hearing aids seems more of a motivator not to lose them than impact of not hearing – although maybe difficulty hearing got her in trouble?</u></p> <p><i>Struggles to get the words to describe losing hearing aids, has mentioned jealousy which is a strong emotion to feel - are these experiences too hard to verbalise</i></p> <p><u>Losing her hearing aids seems to make her more aware of her difference to others, resulting in jealousy</u></p> <p><u>The maintenance element of hearing aids also seems to highlight difference. Feels uncomfortable when people are staring at her because of hearing aids – this seems slightly different to her willingness to answer people's questions about her hearing loss as mentioned at the start of the interview</u></p> <p><u>This seems to contradict her confidence around her hearing loss that she mentioned previously</u></p> <p><u>'Secretly' – something to be embarrassed about?</u></p>	<p>I: Ok, so if you can't find your hearing aids you can't really hear?</p> <p>R: No, not very well anyway.</p> <p>I: Ok, do you lose them very often?</p> <p>R: My hearing aids...no. I used to but then I would get in lot of trouble.</p> <p>I: So you try and take good care of them now?</p> <p>R: Yeah.</p> <p>I: How does it feel when you lose you're hearing aids? Can you tell me a bit more what that experience is like?</p> <p>R: Um, I don't know how to describe that experience, dunno it kind of just makes me jealous of seeing other people, which is like...</p> <p>I: Ok, so more so when you lose them?</p> <p>R: Yeah</p> <p>I: Ok, 'difficult' have we had 'difficult', I don't think we have. So, 'difficult'?</p> <p>R: Um, it's kind of similar to troublesome. Yeah, cause like it's difficult when I have to like carry around a pack of batteries and kind of like difficult when I have to like get them out and it's a little bit like, like I don't like being the centre of attention and when I do it people often look at me and stare.</p> <p>I: Right, ok, so it might sound like a stupid question but do you feel like when you take out those batteries you are the centre of attention because people are looking at you?</p> <p>R: Yeah, I try to do it secretly sometimes, just like not drawing a lot of attention to myself.</p> <p>I: How do you do that, what strategy have you found?</p>	<p> Suzanne Edmondson Jealousy and comparing self to others</p> <p> Suzanne Edmondson batteries</p> <p> Suzanne Edmondson drawing attention to self</p> <p> Suzanne Edmondson drawing attention to self</p> <p> Suzanne Edmondson batteries</p>
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<p><u>Just doesn't want the attention</u></p> <p><u>Again – seems ok with answering questions so what is it about changing the batteries? Is this slightly more intimate and personal? Seems that she can relate more to wanting to know answers. Also, she is in control of who she answers to or not but not in control of who stares at her when she changes the hearing aid batteries. 'I'll answer your question' – she is deciding and in control</u></p> <p>Frustration as a feeling that encompasses hearing loss</p> <p><u>Describing the responsibility of looking after something that she chose to have in the first place. Seems like a bit of a hassle.</u></p> <p><u>Previously identified as someone with hearing loss but keen to be set apart from them. Uses her hearing aid design to do this. Fully accepted hearing loss? Where does she fit if she does not consider herself as hearing but as having hearing loss but at the same time does not want to be similar to them? 'Them' – indicates that she is in a separate group and sets herself apart from those she is describing.</u></p>	<p>R: I dunno, um, I haven't really found one yet, <u>it's just like keeping it on the low.</u></p> <p>I: How do people react when they do see you doing it?</p> <p>R: They just like, <u>they just ask like a load of questions, and I don't mind that cause I know that they're curious and if I were in their shoes I would probably do the same thing. So, I'm a little bit like, I'll answer your question.</u></p> <p>I: What else have we got, 'Frustration'? It seems that this has come up just as we have been talking. Do you want to say any more about 'frustration' as a thing on its own?</p> <p>R: <u>Well it's just kind of like covering the whole, like all of it to be honest.</u></p> <p>I: What do you feel like it's a frustration at?</p> <p>R: <u>Just having to like look after them and, changing the battery, making sure nothing really happens to them, so yeah.</u></p> <p>I: Let's go for 'my own' [looking at the sheet]?</p> <p>R: <u>Cause like, cause like I see people with their hearing aids and I just feel like I don't want to go similar to them. I want to do it my own, my own way.</u></p> <p>I: Do you feel like you're managing to do that? Do you feel like you're managing to make it your own?</p> <p>R: Yeah, definitely.</p> <p>I: We have said a little bit about 'battery', did you want to say any more about that one or do you feel like we've covered it?</p> <p>R: Um, we've covered that one.</p>	<p> Suzanne Edmondson <u>batteries</u></p> <p> Suzanne Edmondson <u>batteries</u></p> <p> Suzanne Edmondson <u>others curiosity</u></p> <p> Suzanne Edmondson <u>frustration</u></p> <p> Suzanne Edmondson <u>responsibility of hearing aids</u></p> <p> Suzanne Edmondson <u>individual/ unique</u></p>
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<p><u>Seems do need answers as to why she has hearing loss. Lots of questions around it from others and herself</u></p> <p><u>Main questions seem to be about origin of hearing loss – what would having the answers mean?</u></p> <p>Difficulty answering others and self. Wants to know why she has them.</p> <p>Makes a joke of it. <u>Defence mechanism because doesn't have the answers?</u></p> <p><u>Understanding of questions as has similar questions</u></p> <p><u>Being funny seems to be a quality she likes in herself. She seems to consider it a strength that she can see the funny side rather than be serious. This seems to have helped her deal with her hearing loss and can be used as a defense mechanism. Does building up an identity of being funny make her more identifiable in this way than being deaf?</u></p> <p><i>'Inside joke' – does this indicate only she really knows what the joke is about?</i></p>	<p>I: Yeah? What else have we got, I think, let's go with curious?</p> <p>R: Um, it's kind of like a general thing cause like I know other people are curious and I know like I'm curious as to why I have these.</p> <p>I: Ok, so when you say others are curious, what do you think they are curious about?</p> <p>R: Like, why I have them. How I got them and stuff like that. I, I have the same questions to be honest.</p> <p>I: And do you feel like you have the answers?</p> <p>R: Um, no. No not all the time, I don't know why I have them and I would like to know. Stuff like that.</p> <p>I: What do you say when they are curious?</p> <p>R: Uh, I dunno, I try to make a joke of it and like, stuff like that.</p> <p>I: And how does it make you feel when they are asking you those questions?</p> <p>R: Um, it doesn't really make me feel that much because like I know that they're just curious and they're just asking me cause they want to know and like I said I would probably do the same thing if I was in their shoes.</p> <p>I: [Looking at the sheet] We've got 'funny', we touched on this at the start?</p> <p>R: Cause I'm quite a funny person, a lot of people know me as being quite a humorous person, just joking about serious situations a lot, I just kind of joke about them a lot and it's just like I make jokes about it and stuff like that.</p> <p>I: Why do you think you make those jokes about it?</p> <p>R: Um, I don't really know. Like I say I'm just quite a humorous person, I just like to make jokes and it's kind of like an inside joke to myself, so yeah.</p>	<p> Suzanne Edmondson curiosity from others</p> <p> Suzanne Edmondson own curiosity</p> <p> Suzanne Edmondson own curiosity</p> <p> Suzanne Edmondson reason for deafness</p> <p> Suzanne Edmondson joking/humour</p> <p> Suzanne Edmondson others curiosity</p> <p> Suzanne Edmondson joking and humour</p>
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<p>Link between hearing aids and personality. <u>If the hearing aids have impacted her personality to the extent that she feels part of it is based around it then there is an indication that they are a large part of her life.</u></p> <p><u>Recognises a time when her hearing aids had a greater impact on her and her confidence. Almost a description of growth and acceptance to the point of taking control of the design of her hearing aids. Speaks about them making her confident but is it more that they have made her resilient as she describes not caring what people think. Why did that change happen?</u></p> <p><u>Hasn't thought about not having hearing aids. previously mentioned the impact or them and comparing herself to others – this indicates and understanding of what it would be like not to have hearing aids – maybe too hard to think about, protecting self</u></p> <p><u>Being on time doesn't seem to be a priority.</u></p>	<p>I: So these last two, we have 'unique' and 'special', so are they meaning the same or are they slightly different these two?</p> <p>R: They're kind of meaning the same.</p> <p>I: So do you want to talk about those ones, you can talk about them together if you find they're kind of similar?</p> <p>R: Um, well I feel <u>unique because I've got these hearing aids and my personality is probably based around them a little bit so yeah.</u></p> <p>I: It's interesting because you have said that a few times, what, when you say your personality is based around them, what elements of your personality do you feel like are based around them?</p> <p>R: Um, <u>well I'm beginning to become quite a confident person now and like when I was younger, when I first got them I didn't really like them and I would always want to cover them up with like my hair or trying to get skin coloured ones and it would always like put me a little bit on edge and make me shy but now I've like got to secondary school I'm kind of like coming out my shell a little bit more and I'm kind of like, well I just want to make these more special and unique towards me and like, cause like it's helped me with my confidence because then it's made me more confident and not really care what other people think about them.</u></p> <p>I: Do you think if you didn't have hearing aids, do you think that would be the same in terms of confidence?</p> <p>R: I'm not really sure, I've never really thought of not having hearing aids <u>cause</u> I've always kind of had them.</p> <p>I: So the next question is please can you describe a typical day at school [sheet and pens given to participant and supporting work sheet explained]. The first bit is about what time you get into school.</p> <p>R: Well I come in quite late. I'm not very good at time. Half, half eight. I think that's right, I'm not sure.</p> <p>I: What time does school start?</p>
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-  Suzanne Edmondson unique
-  Suzanne Edmondson personality linked with hearing aids
-  Suzanne Edmondson confidence
-  Suzanne Edmondson Disliked when younger
-  Suzanne Edmondson covering up hearing aids
-  Suzanne Edmondson hearing aid design
-  Suzanne Edmondson Acceptance over time
-  Suzanne Edmondson Make it her own/unique
-  Suzanne Edmondson confidence




<p><u>Friendship and having lots of friends seems to be important to her</u></p> <p><u>Meet friends rather than go straight to lesson</u></p> <p><i>Use of words such as 'my six' and 'my group' indicate that she feels include within the group</i></p> <p><u>Hierarchy of friendships and friendship groups</u></p> <p><u>Seems to be an importance around funniness and joking around rather than taking things seriously</u> <i>Often uses the word funny – does she use this one word to describe lots of different things</i></p>	<p>R: Twenty to nine. That's when the first bell goes anyway.</p> <p>I: The first thing I do when I get to school is...? So when you get to school and half past eight what is the first thing you do when you get to school?</p> <p>R: <u>Um, just find my friends and talk to them. I like to make a lot of friends so I just see them on the way in.</u></p> <p>I: Ok, so you find your friends. So do you all walk into school from the same direction or do you meet up beforehand, how do you meet?</p> <p>R: Well, <u>cause</u> we're all kind of like spread out around the areas, uh, we'll walk by ourselves. Like I walk by myself <u>cause</u> I get to school later and so I just find my friends outside and then walk into the canteen like and meet other friends and go to lesson.</p> <p>I: So you find your friends...I mean what's your group of friends? How many do you have in your group of friends?</p> <p>R: <u>Oooh, it's complicated because I have like my six. I mean I came here with two of my closest friends from primary school so I've been like friends with them for like years now and like, they're in my group and then like we've also made friends with like other new people, so like in my closest group I have like my friends that I met here and that are now like my best friends and then, now like we're friend with other groups and other people and like we're coming together with other groups. Kind of just be like really close mates and everything.</u></p> <p>I: Is there any reason in particular that they're the friends that you have?</p> <p>R: <u>Because like me they're quite funny but like they've got different aspects of funny, so, for me it's just like making situations quite funny and like some more awkward and then my other friend they're funny because they just make good jokes and puns and stuff like that, yeah. Like the kind of thing I look for in a friend is just to be like funny and just be like a bit immature.</u></p> <p>I: Ok, so what do you then do? So you get to school, you find your friends, and then after this it's time for..?</p>	 Suzanne Edmondson friends	 Suzanne Edmondson friends	 Suzanne Edmondson friends	 Suzanne Edmondson friends	 Suzanne Edmondson humour
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<p>Hierarchy of friends. Mentions joking around again and being immature. <u>Indication that better to be immature than serious.</u></p> <p>Lessons are boring. Having a friend in class makes it better and more fun.</p> <p><u>Underlying theme of growth over the years and year 9 being a point of leaving that behind and moving onto the next stage – year 9 as a transition point?</u></p> <p><u>Talking seems to be the main things that this group do so considering what the participant was saying previously about some of the difficulties she has do problems arise more often than if talking wasn't the main activity?</u></p>	<p>R: The bell usually goes and we go to lessons.</p> <p>I: So when you have your lessons do your friends go to your lessons with you or are they in separate classes?</p> <p>R: Um, it's kind of complicated cause four of my friends, like four of the six are in the opposite side of the year so we don't really see them very much but we're really close with them and then I've got like my best friend who's like in my class and we always joke around and stuff like that. We're quite immature.</p> <p>I: And in terms of lessons, I mean we'll talk about lessons later but how do you find lessons generally?</p> <p>R: Um, I find them a little bit boring cause like, it's just school but since I've got like one my best friends in there I find it little bit more fun cause like, cause like I kind of like my class now that I've grown with it and got more confident with it. In year seven I was quite shy and didn't like it but now I'm in year nine I'm sad to see it go.</p> <p>I: Ok. Let's have a think about break then. So, at break..?</p> <p>R: I just like, I dunno. I just like sit with my friend and just talk about stuff...we find our other friends as well.</p> <p>I: And what do you do when you find them?</p> <p>R: Kind of just chat, that's the general thing.</p> <p>I: Is it fairly easy chatting with your friends?</p> <p>R: Yeah.</p> <p>I: So here you said about having two lessons. How do you find moving between lessons, is that ok?</p> <p>R: Yeah.</p> <p>I: So after you've found your friends and had a chat, then it's time for...?</p>	<p> Suzanne Edmondson friends</p> <p> Suzanne Edmondson boring lessons</p> <p> Suzanne Edmondson importance of friends in class</p> <p> Suzanne Edmondson growth over the years</p> <p> Suzanne Edmondson socialise</p>
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<p><u>Aware of lessons she enjoys and does well in</u></p>	<p>R: <u>It's lesson, lesson.</u></p> <p>I: How do you find lessons, although you said boring, do you find them fairly easy, or hard?</p> <p>R: <u>It kind of depends. Like, um, I've chosen my options for next year and I've chosen ones that I like most enjoy and most like, feel like I'm mainly achieving.</u></p> <p>I: Ok and which ones are they?</p> <p>R: <u>Um, health and social, that's new, and um history, art and business, but two of them are new.</u></p> <p>I: And you chose them because..?</p> <p>R: <u>Um, cause I feel like it's going to be towards something I want to do after, and I quite like art and I find history fairly easy.</u></p> <p>I: So what are you thinking you want to do after?</p> <p>R: <u>Um, something to do with my hearing aids actually.</u></p> <p>I: Really, what are you thinking?</p> <p>R: <u>Um, I don't know what it's called but like someone who just kind of helps with hearing aids and talks to people with like hearing loss.</u></p> <p>I: Have you got someone in mind who made you think of that? Someone you've met that does that?</p> <p>R: <u>Um, yeah. I think it's like my audiologist..? It's kind of just like a generalising yet, I'm not quite sure what I want to go in but like it's one of the things that I quite like.</u></p> <p>I: Sure, that's interesting. Do you also get like a specialist teacher that comes and sees you sometimes?</p> <p>R: <u>Yeah. She always comes in. She gives like check-ups sometimes.</u></p>	<p> Suzanne Edmondson <u>options</u></p> <p> Suzanne Edmondson <u>options</u></p> <p> Suzanne Edmondson <u>future</u></p> <p> Suzanne Edmondson <u>lessons like</u></p> <p> Suzanne Edmondson <u>future linked with hearing aids</u></p> <p> Suzanne Edmondson <u>professionals involved</u></p> <p> Suzanne Edmondson <u>future linked with hearing aids</u></p> <p> Suzanne Edmondson <u>appointments</u></p>
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<p><u>Still lots of questions being asked of her.</u></p>	<p>I: And how is that?</p> <p>R: <u>Um, it's not bad, like people ask me where I'm going and I just tell them.</u></p>	<p> Suzanne Edmondson missing lesson time</p>
<p><u>Honest and open with others about the professionals she needs to see – no sense of embarrassment here</u></p>	<p>I: And what do you say when people ask you where you're going?</p> <p>R: <u>Just to the hearing lady.</u></p>	<p> Suzanne Edmondson professionals involved</p>
<p><u>Indication that she is tired of having to answer to people and that sometimes they are too noisy.</u></p>	<p>I: And how do they react to that?</p> <p>R: Um, they kind of just like, oh, ok.</p> <p>I: How do you feel telling them?</p>	<p> Suzanne Edmondson keeping self to self</p>
<p><u>Seems to be more about the hearing aids than about the participant. Another responsibility – having check-ups</u></p>	<p>R: <u>Um, I don't really like telling people many things cause I kind of feel like that sometimes they don't need to know but I tell them anyway.</u></p> <p>I: And what do you do during that time together?</p>	<p> Suzanne Edmondson Hearing aid maintenance</p>
<p><u>Curious but no indication that she gets any answers. Is it her curiosity here that makes her want to go into this line of work?</u></p>	<p>R: <u>Basically just check up on my hearing aids, she usually like brings this big machine that just like scans my hearing aids to see if they're all like working.</u></p> <p>I: And what are you thinking, feeling when you're doing that?</p>	<p> Suzanne Edmondson Own curiosity</p>
<p><u>Seems to want to help others overcome some of what she has overcome. Again mentions confidence and helping others with this. Perception that hearing loss can have biggest impact on confidence?</u></p>	<p>R: <u>Don't really know. Just kind of curious myself.</u></p> <p>I: Yeah because I suppose like you said it's something you may want to go into. Why do you think that is an area you might want to go into?</p> <p>R: <u>Um, because I've got hearing aids myself and I thought like that if like if other people are not very confident with theirs I could like make them more confident, make them more sure of their hearing aids.</u></p>	<p> Suzanne Edmondson Helping others with hearing loss</p>




<p><u>Again focus around joking and talking but previously described difficulties with groups and if batteries run out.</u></p>	<p>I: <u>Mmm.</u> [looking at sheet]. So lunch times, what do you do at lunchtimes?</p>	 Suzanne Edmondson Socialising
<p><u>Seems to know a lot of people and make a lot of friends –is there protection in having more friends?</u></p>	<p>R: <u>Um, I usually eat my lunch first and then, and then, cause like we've got fifty minutes, something like that, we usually just like joke around with everyone, see the boys and talk to them.</u></p>	 Suzanne Edmondson <u>friends</u>
<p><u>Lesson seems to be about socialising rather than learning – supposed to be this?</u></p>	<p>I: So, when you see other people and the boys and stuff do you find it fairly easy chatting to them and stuff as well?</p>	 Suzanne Edmondson <u>mixed age group lessons</u>
<p><u>Already thinking about the next year group coming up and the questions they might have. Is this a yearly concern and a cycle? Does she have to go through the process of explaining every year? By wondering this she identifies herself as standing out</u></p>	<p>R: <u>Yeah, cause they know, I know quite a lot of them so I'm quite good friends with them as well.</u></p>	 Suzanne Edmondson <u>curiosity of year sevens</u>
	<p>I: Um, after lunch?</p>	
	<p>R: Um, VT.</p>	
	<p>I: What's that?</p>	
	<p>R: <u>Basically, it's like an extra short lesson with like all the years. So basically you get 25 minutes and you just go to your VT. It's before your last lesson and you do like, kind of socialise with other years, like the years above and the years below.</u></p>	
	<p>I: How is that, like how do you find that?</p>	
	<p>R: <u>Um, I don't mind cause like it was transition day yesterday, I kind of like wonder whether the new year sixes that will be the new year sevens are curious why I have my hearing aids.</u></p>	
	<p>I: So even then you're thinking about it, what other new people might be thinking. How do you find it in that group when it's mixed? Are you friends with the people in your VT group or is it a bit more separate because you're in different years?</p>	
	<p>R: <u>It's kind of like a little bit separate between the boys and the girls not really the years. Usually all the girls talk to each other and then all the boys usually talk to each other.</u></p>	 Suzanne Edmondson <u>mixed age group lessons</u>
	<p>I: And how do you find that, is that ok?</p>	




Importance of socialising	<p>R: Yeah. I'm, I feel comfortable with that.</p> <p>I: And at the end of the school day?</p>	 Suzanne Edmondson socialise
	<p>R: Um, after lesson I usually just like walk home with my friends or I go out and go to like the park and socialise with everyone.</p> <p>I: And how do you find when you're out in the community, when you're walking home or going out. What is that experience for you?</p>	
<u>It seems extra thought needs to be given when going out.</u>	<p>R: Um, just that I always have to be quite prepared.</p> <p>I: Ok, what do you mean by that?</p>	 Suzanne Edmondson batteries
Need to think about taking batteries.	<p>R: Like taking batteries just in case.</p> <p>I: Ok, so you just need to make sure you've got your batteries, is there anything else?</p> <p>R: No, not that I know of.</p> <p>I: OK, so if we move on this is thinking about the main differences between a good day and a bad day at school [presents sheet]. So, if we have a think about a good day and what would happen in that good day for you.</p>	
<u>Indication that doing well academically is important to her</u>	<p>R: Um, just like getting to school on time... Um, doing like an assessment like a week before and getting a good grade.</p> <p>I: Do you generally get good grades?</p>	 Suzanne Edmondson focusing in lessons
<u>Aware that there is room for improvement in grades and that she gets distracted.</u>	<p>R: Um, I think so but I think I kind of like need to focus more.</p> <p>I: Why do you say that?</p>	






<p><u>Friendship and messing around seems to take priority over lessons. Considering she regularly identifies herself as a funny person does her identity as someone who is funny contradict the need to be sensible and focus in class?</u> Combination of the two seems important.</p> <p><u>Considers herself better at practical lessons?</u></p> <p><u>Seems to associate enjoying subjects with being good in them</u></p> <p><i>'hmm' does she have the words to describe physics? Or is she not sure why she doesn't like it?</i></p> <p><u>Aware of her need for more practical activities that don't require sitting and writing</u></p>	<p>R: Because, like I'm just like quite a friendly person, like I make friends with everyone then I kind of like get a bit immature and mess around with them.</p> <p>I: What else would make a good day, a day that you would enjoy?</p> <p>R: Um, just like having nice subjects and teachers.</p> <p>I: So what subjects would be good for you?</p> <p>R: Um, like art because we're very practical in it. I have two different science teachers and I only like one of them, so yeah, um...I don't really know.</p> <p>I: So would science be I there or would you just have a whole day of art?</p> <p>R: I think cause, yeah, I quite enjoy science, I think I'm kind of good at it, so yeah.</p> <p>I: So why do you like science?</p> <p>R: Cause I find it quite easy, that is like the biology and chemistry but when it comes to physics it's kind of like, hmm.</p> <p>I: Before you said art because it's practical, do you prefer practical subjects.</p> <p>R: Yeah.</p> <p>I: Is there any reason you prefer practical subjects?</p> <p>R: Um, no I don't think so, I think it's just like a general thing. Like some people like writing quite a lot but I'm more like practical in like subjects and I like to do things more up and about.</p> <p>I: Ok, [recaps on what would make a good day] so what else would make it a good day?</p>	<p> Suzanne Edmondson friends</p> <p> Suzanne Edmondson messing around in lessons</p> <p> Suzanne Edmondson likes practical lessons</p> <p> Suzanne Edmondson likes practical lessons</p>
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<p><u>Again friendliness is important to her</u></p>	<p>R: Um, I <u>dunno</u> just like being friendly to everyone and everyone being friendly.</p> <p>I: Does, that happen when you say being friendly to everyone and others being friendly does that happen a lot or do you ever find it's not like that?</p> <p>R: Me being friendly with everyone?</p> <p>I: Well, and them being friendly with you?</p>	
<p><u>Importance of being friendly to others so they are friendly to you</u></p>	<p>R: <u>Oh, yeah, everyone's always friendly to me because, I, I like to do the same thing to them.</u></p> <p>I: Ok anything else that would make it a really good day?</p> <p>R: <u>Um, if it's coming to the end of the day I usually get to have a good lesson and if it's nice outside <u>me</u> and my friends usually go to like the park and just like chill.</u></p> <p>I: Anything else you want to add to your good day?</p> <p>R: Um, no.</p> <p>I: Ok now <u>lets</u> think about a bad day. What would a bad day look like?</p> <p>R: Um, like if I wake up late...um, getting into school like late. My general bad days are like Mondays and Tuesdays.</p> <p>I: Ok, why are they so bad?</p>	<p> Suzanne Edmondson friendly peers</p> <p> Suzanne Edmondson socialising</p>
<p>Importance of a good start to the day and being on time</p> <p><u>So is this her answer or a general answer she feels she is supposed to give? Reason for Monday is to do with other and no answer for Tuesday. Weekend seems to be important to her</u></p> <p><u>Bad day linked with bad teacher</u></p>	<p>R: Cause, like, I kind of think like no one likes Mondays cause like it ends the weekend and then um, Tuesdays, it's just kind of like there, it makes the week longer. So, yeah.</p> <p>I: Is there anything else that could make a day really bad? Any particular teachers or subjects.</p> <p>R: Um, yeah. Like usually on the last Friday I usually have my other science teacher who I don't like.</p>	











<p><u>Seems to be quite defensive against teaching. Is she having a dig at the teacher because of run-ins with them in the past? Doesn't like being told off – does she really not understand why? Has already admitted she messes around in class</u></p>	<p>I: Why don't you like them?</p> <p>R: Cause like, she doesn't actually teach us and like she always tells me off for not doing anything and I don't really understand why and it really annoys me.</p>	<p> Suzanne Edmondson bad teachers</p>
<p><u>Some recognition of why she might be told off but seems to be a resistance to accept any blame – unclear whether justified or not</u></p>	<p>I: So she tells you off for not doing anything. Do you feel like you're not doing anything?</p> <p>R: Like I do admit like I'm being chatty sometimes but like sometimes I'm like talking about the work and like when the whole class is talking and then she said like "you need to go out" cause you're talking about the work to someone.</p>	<p> Suzanne Edmondson getting into trouble</p>
<p><u>Importance of weekend and how that can have an impact on the week</u></p>	<p>I: Anything else?</p> <p>R: If like...I know what could make it a good day actually...</p> <p>I: Ok, go on.</p> <p>R: If like I'm looking forward to the weekend, like this weekend.</p>	
<p><u>Impact of social occasions on enjoyment at school</u></p>	<p>I: Have you got something happening this weekend?</p> <p>R: Yeah, I'm going to a festival with all my friends...like then the same thing, not doing anything at the weekend.</p> <p>I: Anything else that could make a bad day?</p> <p>R: No, not that I know of.</p> <p>I: So if we were to try and make this bad day better?</p>	<p> Suzanne Edmondson socialising</p>
<p><u>Aware of some strategies to make things better</u></p>	<p>R: Um, don't really know. Kind of just like planning something at the weekend so it makes me look forward to something.</p>	







	<p>I: Do you feel like you can do that?</p> <p>R: Yeah.</p> <p>I: Do you often do things at the weekends?</p> <p>R: Yeah, I don't really like to, I like to stay busy.</p> <p>I: Ok, so what kinds of things do you like to do at the weekend?</p>	
<p><i>Stops herself here – what does she not like to do?</i> <i>Opposite of staying busy?</i></p> <p>Importance of hanging out with friends</p>	<p>R: Um, just hang out with my friends, often have sleepovers and things like that.</p> <p>I: So, how do you tend to spend your weekends?</p>	 Suzanne Edmondson socialising
Socialising	<p>R: Um, just like meeting everyone, socialising with them.</p> <p>I: How do you know those people that you socialise with?</p>	
Hierarchy of friends. Seems to be string friendships that always have certain friends with her.	<p>R: Um, my closest friends they always come with me and everything and then I have like another group, we're beginning to become like really close friends with them and always hanging around with them.</p> <p>I: So are these people you see inside of school or are they different?</p>	
Friends through association – really friends or more associates?	<p>R: Um, they're in the school, yeah. And then we kind of like meet all the boys as well. Some of them have got boyfriends and like my friends are kind of friends with all of them so I'm kind of friends with all of them.</p> <p>I: So, it sounds like you've got quite a few friends. Can you tell me a bit more about them, you say you like them because they're funny and that two of them came up with you from primary school, so how did you become friends with them, why them?</p>	 Suzanne Edmondson friends
The complexity of making friends	<p>R: Well it's kind of like a complicated story because like one of my friends we were kind of like mutual friends in reception but like we were never really good friends and then like we came to year one and the like I met</p>	 Suzanne Edmondson friends







<p><i>'always got our backs' – indication that there are threats and protection from friends is needed</i></p> <p><u>Doesn't seem to want to need anybody. However, will step in to protect friend</u> <i>'knew I couldn't just let my friend...' indication of unwritten rules of friendship</i></p> <p><u>Friendly to avoid confrontation – uses it as a protection. Her identity of being someone who will 'go with the flow' allows her to avoid confrontation.</u> <u>Although has called herself immature her approach to confrontation is quite mature. Does she feel vulnerable in confrontations – mentioned early people have one-up on her.</u></p> <p><i>Difficult finding the words to explain or not worth explaining?</i></p> <p><u>Indication that being told off is a regular thing?</u></p>	<p>like my really close friends who I'm really close with, like and then we all like came together and now that we're in secondary school we've kind of always got our backs and stuff.</p> <p>I: When you say that, have there been any situations where you've needed your friends to have your back?</p> <p>R: <u>Um, I've never had anything. I know I can kinda take care of myself and I know that my friends can but like if like they did need anything. Like, yeah, one of my friends had like this argument with this girl and like I just said something because I knew I couldn't just let my friend get in an argument and just not like say anything, so like yeah.</u></p> <p>I: So have you had to stick up for yourself?</p> <p>R: <u>Just like, I don't like getting into like arguments and stuff like that. That's partly why I'm quite a friendly person cause like I'm, I've also been known to go with the flow a lot and just like not really care that much. So, if I have ever got into an argument I've just been like "can we sort this out?" and just try and get past it.</u></p> <p>I: Have you ever had a time where you've had to stick up for yourself because someone has been getting at you?</p> <p>R: Yeah.</p> <p>I: What kind of thing?</p> <p>R: <u>I don't really know. Just kind of like anything, I dunno. I've just been like "can we sort this out, can we talk about it?"</u></p> <p>I: So, we've spoken a bit about a good day and a bad day. Are there any major differences between a good day and a bad day?</p> <p>R: Um, just not being told off, doing good in classes.</p> <p>I: Do you get told off a fair bit, or not really?</p>	<p> Suzanne Edmondson confrontation in school</p> <p> Suzanne Edmondson resolving arguments</p> <p> Suzanne Edmondson resolving arguments</p>
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<p>Again socialising as a priority over work. Why is this?</p>	<p>R: Um, I think kind of like fifty-fifty, mainly I get told off for like being too chatty or chatting too much.</p>	<p> Suzanne Edmondson getting told off</p>
<p>Aware of reasons for getting told off. Socialising more interesting than work.</p>	<p>I: Why do you chat too much, what is it that makes you wanna chat?</p> <p>R: Just like, it's just like when you're in class, you get a little bit bored, you turn around you don't listen to the person.</p>	<p> Suzanne Edmondson boring lessons</p> <p> Suzanne Edmondson not listening to teacher</p>
<p>Comparing self to sisters with regards to academic work and wants to do as well as them – describes it as sibling rivalry but is it more than this?</p>	<p>I: What gets you bored in class?</p> <p>R: Probably the topic.</p> <p>I: And like with lessons do you feel you're doing quite well in your lessons?</p> <p>R: Yeah I feel I'm doing quite well in my lesson, yeah, I kind of like to push myself. Because if I look at my sisters I think they're really smart, and then like. I'm not really like a competitive person but like it's kind of like a little bit of sibling rivalry, so you kind of feel like you have to do something, like make yourself look...</p> <p>I: Are your sisters older than you?</p> <p>R: Yeah I'm the youngest.</p> <p>I: How old are your sisters?</p> <p>R: Um, one of them is seventeen and the oldest one is like thirty, thirty-one?</p> <p>I: Ok, so did they do quite well in school?</p> <p>R: Yeah, my mum had my oldest sister when she was quite young so then I think my sister just felt obliged to do it.</p> <p>I: Ok, so I think we'll stop there [informs participant what they will be discussing the next day and reminds her of timings]</p>	<p> Suzanne Edmondson doing well in lessons</p> <p> Suzanne Edmondson comparing self to others</p>










<p><u>Able to work with others and is aware of what to do when stuck. Willing to ask for help.</u></p>	<p>I: So this is looking at your lessons, so really what I'm really asking is for you to describe your lessons and anyone you work with in those lessons [explains supporting sheet]?</p> <p>[Pupil lists subjects]</p> <p>I: Ok so we're going to think about if you work with anyone in the lesson and if you need to work with anyone I the lesson, so in French is there anyone that you work with or you find help you, or are you fine on your own?</p> <p>R: Well I tend to just work with the person next to me, um, I kind of work with the person next to me and if I'm like really stuck I ask miss or turn around.</p>	<p> Suzanne Edmondson working with others</p> <p> Suzanne Edmondson asking for help</p>
<p><u>Work independently in art and can sit where want- already identified as a favourite subject. Something to do with this?</u></p>	<p>I: Usually do you get stuck because of the content of the lesson?</p> <p>R: Yeah.</p> <p>I: And then we've got art?</p> <p>R: Yeah it's very practical so we're like, we're always up and about getting like paints and stuff like that. So, we're like always to ourselves but you can sit where you want.</p>	<p> Suzanne Edmondson working on own</p>
<p>Works independently in lessons</p>	<p>I: Yeah I think you said yesterday you liked art. So what about English?</p> <p>R: English, erm, not really, kind of, not really sure. Cause like, erm, kinda just like, like I don't really work with anyone cause I just find it easier working by myself.</p>	<p> Suzanne Edmondson working on own</p>
<p>Asks for help when needs it</p>	<p>I: Maths?</p> <p>R: I just work with the person next to me, yeah just ask miss for help.</p> <p>I: Um, RE?</p> <p>R: I find RE like really easy so I don't really ask for help.</p>	<p> Suzanne Edmondson working with others</p> <p> Suzanne Edmondson asking for help</p> <p> Suzanne Edmondson working on own</p>






Seemingly able to work in group on table	I: Ok, science? R: <u>Um, just work with people on my table.</u>	 Suzanne Edmondson <u>working with others</u>
Works in groups. Talking with friends in class	I: Games? R: <u>Um, well this is a practical lesson so we're like always in groups and we always work together as a team. Dance is kind of the same. Um, geography, like kind of like a whole class effort, all my friends are like kind of spread out a little bit so we always like we always talk to each other.</u>	 Suzanne Edmondson <u>working with others</u>  Suzanne Edmondson <u>having friends in class</u>
<u>Indication that lesson better if sit with friends</u>	I: And history? R: <u>History, yeah I find that quite easy and plus I sit next to one of my best friends.</u> I: The impression I get when I'm talking to you is that you don't need any extra support in lessons. Do you feel like you can access the lessons ok or do you have any difficulties when people give instructions or talking you through the lesson or anything? R: <u>Um, I find it ok. I haven't really found any difficulties with it.</u>	 Suzanne Edmondson <u>having friends in class</u>  Suzanne Edmondson <u>ok in lessons and no need for additional support</u>
<u>Seems to prefer to work in a team</u>	I: So yesterday we looked at what makes a good day and a bad day. Now this is going to look at a good lesson and a bad lesson. So what makes a good lesson for you? R: <u>Um, getting a good grade in an assessment...um, like working in a team.</u>	 Suzanne Edmondson <u>good grades</u>  Suzanne Edmondson <u>working with others</u>
<u>When looking for a job she would like to work with people, talking through things – doesn't seem to like being on own</u>	I: Can you tell me why you like working with other people? R: <u>Um, because I like to like socialise and I feel like that's something I wanna do with like my, when I pick a job. And I just kind of like socialising and talking to other people about things.</u> I: [looking at the sheet] Good teacher? What makes a good teacher?	 Suzanne Edmondson <u>future</u>  Suzanne Edmondson <u>socialising</u>  Suzanne Edmondson <u>talking things through</u>





<p><i>Struggles to find words to describe teacher – is this because she is not sure what she can say or because it goes against her identity of being friendly.</i></p>	<p>R: I dunno there's just like some teachers that are a bit like, mmm, I ignore them. Like my science teacher today I don't really want her.</p>	<p> Suzanne Edmondson bad teachers</p>
<p><u>Struggles to identify what makes a good teacher</u></p>	<p>I: So what makes a teacher good?</p>	<p> Suzanne Edmondson ignoring teachers</p>
	<p>R: I don't know, I think it's just like. I think it's like based on the lesson as well. Um, I think that's it.</p> <p>I: Ok, and what would make a bad lesson? [looking at the sheet] getting told off, what do you get told off for?</p> <p>R: Chatting.</p> <p>I: [Looking at the sheet] what makes a bad teacher?</p>	
<p><u>Not able to identify what makes a good or bad teacher, instead links the teacher with the subject.</u></p>	<p>R: Kind of the same as the good teacher, like mainly based on the subject of a lesson and stuff like that.</p>	<p> Suzanne Edmondson link between bad teacher and subject</p>
<p><u>Not liking a teacher can be linked to not liking a subject. Also subjects considered boring and difficult and when friends aren't in.</u></p>	<p>I: What subjects, if you were thinking off the top of your head would be bad for you?</p> <p>R: Um, geography.</p> <p>I: What is it you don't like about geography?</p> <p>R: I don't know, I kind of like, I'm not really keen on the teacher and I've not really been into geography cause I just can't do it and I find it quite boring. Um, when you're friends aren't in.</p> <p>[looking at the sheet] Oh yeah watching a tv programme.</p>	<p> Suzanne Edmondson boring lessons</p> <p> Suzanne Edmondson having friends in lessons</p>
<p><u>Lessons made better by friends rather than teachers or content – is this because she considers socialising a priority?</u></p>	<p>I: So what would make a bad lesson better?</p> <p>R: Hmm, friends being in.</p> <p>I: What is it about having your friends in your lesson that you like so much?</p>	<p> Suzanne Edmondson having friends in lessons</p>






Because made friends doesn't have to walk on own – what is it about walking on own that she doesn't like?	<p>R: Um, well I don't really like to like, after lesson, <u>cause we have lesson</u>, lesson then break, <u>cause like one of my best friends is in my class</u> <u>I don't really like to walk by myself</u> but now that I'm in year nine I've kind of like made friends with all the other people in my class.</p> <p>I: So now that you've made friends what does that make easier?</p>	 Suzanne Edmondson having friends in lessons
Confidence is boosted by having friends and people to talk to	<p>R: <u>Um, just kind of like talking to everyone, it sometimes makes me more confident, stuff like that.</u></p> <p>I: So is it about having your friends in the lesson or is it about having your friends there for when you leave the lesson?</p> <p>R: A bit of both.</p> <p>I: So what's good about having your friends in the lesson with you?</p>	 Suzanne Edmondson staying with others  Suzanne Edmondson confidence
Importance of having people to talk to	<p>R: <u>Um, just like always having someone to talk to, so like, if you're having like a bad day in lesson then you can always like talk to them about it...um, having a good subject.</u></p> <p>I: What makes a subject good?</p>	 Suzanne Edmondson having people to talk to
Not keen on writing lots	<p>R: Um, what you do in it...watching a movie or a <u>tv programme</u>, or just a good teacher. <u>Like I don't mind history but we do a lot of writing in it</u>, it's, I don't mind it. Um, same with science on Thursday and Monday.</p> <p>I: Is there anything that you really don't like about lessons generally? I mean do you mind kind of writing and stuff?</p>	 Suzanne Edmondson writing in lessons
Recognises association between dislike of day of the week and dislike of subject	<p>R: Um, I don't mind, but it kind of like depends on the day as well so like French, I really don't like French but it's also on a Monday and Tuesday, so...I think that's it.</p> <p>I: Ok, so what are the main differences between a good lesson and a bad lesson?</p>	
Likes to work with other people	<p>R: <u>How in a bad lesson you don't get to work with other people.</u></p>	 Suzanne Edmondson working with others






	I: Ok, so that's quite important to you?	
	R: Yeah, and a good teacher.	
	I: Ok. Right so, the next one we have already touched on a little bit. The people you spend time with in school [explains supporting worksheet].	
	R: Um, you've pretty much got everyone I work with on here. I don't work with any of these people though [pointing to TA/LSA]. I work with the lady that comes in.	 Suzanne Edmondson no additional support in lessons
	I: Ok, and tell me a little about that because I don't know what she does or what you do together so it would be good to hear a bit about that?	 Suzanne Edmondson professionals involved
<i>'just comes in' – in relation to frequency or job of just checking hearing aids rather than anything else</i>	R: Basically she just comes in once a term and just checks up on my hearing aids and sees if they're all working good.	 Suzanne Edmondson appointment
	I: Do you have anyone who comes from outside who helps with learning or anything like that?	
	R: No.	
	I: Is she the only person from outside that comes to see you?	
Not keen on the radio aid – not comfortable with it	R: Yeah, although I was like, when I first started I was meant to wear a radio aid but I just didn't feel comfortable wearing that.	 Suzanne Edmondson radio aid - negative
<i>'I'm in secondary school now' – indication that this is different to primary and it's fresh start?</i>	I: Ok. Why didn't you feel comfortable with the radio aid?	 Suzanne Edmondson radio aid - negative
Not keen on new equipment that draws too much attention. Quite strong feelings attached to it - 'nerve wracking'.	R: Um, I dunno, cause it's just like, I'm in secondary school now and I don't really wanna be looked at by many people and stared at, I just was just a little bit more like nerve-wracking.	 Suzanne Edmondson drawing attention to self
	I: So is the radio aid a bit more obvious?	
	R: Yeah...you have to like wear it over the top of the hearing aid to hear.	 Suzanne Edmondson radio aid











<p><u>Would rather not wear it and not have the additional support it offers. Has a limit to what she is willing to do.</u></p> <p><u>Internal conflict over stopping the use of the radio aid. Aware there is less support there but defends decision</u></p> <p><u>There seems to be a general problem around the aids drawing unwanted attention. Would rather go without than draw attention – indicates extent of discomfort with obvious ‘supportive’ equipment</u></p> <p><u>Indication that sitting towards the front of the class isn’t always enough to help hearing and that concrete – visual aids can be supportive</u></p> <p><u>Seeks support from others when hasn’t hear something. Indication that there are times when she misses information</u></p>	<p>I: So what have you gone for instead of that?</p> <p>R: <u>Um, nothing, just like not wearing it and like sitting closer to the front.</u></p> <p>I: Oh, ok. So instead of having the radio aid you decided I don’t want that. Does that make it harder for you if you don’t have it?</p> <p>R: Um, kind of a little bit cause like the teacher isn’t, <u>I don’t hear the teacher and just hear teacher but I didn’t really like that in the first place.</u></p> <p>I: Go on tell me a bit more.</p> <p>R: <u>Cause I just thought that people would like stare at it and just like wonder what it is and I just thought I wasn’t very confident with that, so then I just didn’t really bother with it.</u></p> <p>I: Ok, so we got rid of the radio aid but instead sitting closer to the front of the classroom, is that right?</p> <p>R: Yeah.</p> <p>I: Ok, and does that help?</p> <p>R: Um, sometimes.</p> <p>I: And what about the other times?</p> <p>R: Um, <u>sometimes they just write it on the board so it’s kind of like you can just read it off the board.</u></p> <p>I: Ok, so is there ever a time where they don’t write it on the board and you’re struggling, or general are you ok?</p> <p>R: Generally I’m ok but like if it’s like <u>the odd time that I miss it I can just ask the people around me.</u></p>	<p> Suzanne Edmondson seating position</p> <p> Suzanne Edmondson difficulty hearing</p> <p> Suzanne Edmondson radio aid - negative</p> <p> Suzanne Edmondson Drawing attention to self</p> <p> Suzanne Edmondson Others curiosity</p> <p> Suzanne Edmondson radio aid – negative</p> <p> Suzanne Edmondson Writing on the board – supportive</p> <p> Suzanne Edmondson Difficulty hearing</p> <p> Suzanne Edmondson Help from others</p>
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<p>Pleased not to have the support in secondary. Indication that with support comes pressure – is this because she does not want to have the pressure of someone else's expectations.</p> <p><u>Is she tired of living up to hearing people's expectations and having to work hard at what comes naturally to everyone else? Would she rather just be left to be her so she can make mistakes without judgement?</u></p> <p><u>Doesn't want the pressure of always having to get it right and live up to their standards – does she consider this unrealistic?</u></p> <p><u>Feels like she had enough support at primary school and now she wants to be independent and progress on her own. Again there is a distinction here between primary and secondary – receiving support in primary is fine but not secondary?</u></p> <p><u>Indicates that she is generally quite happy at the school</u></p>	<p>I: You've never had any support there?</p> <p>R: No.</p> <p>I: How do you feel about that?</p> <p>R: Um, I'm kind of like relieved about it cause then I feel like there would be more pressure to be better.</p> <p>I: Ok, so what do you think you would feel pressure at being better at?</p> <p>R: Just like better at focusing my hearing and listening to people and like, my speech and stuff like that.</p> <p>I: So do you think they would put pressure on you to be better than you are at the moment?</p> <p>R: Yeah, mmm.</p> <p>I: So do you feel like it's worse without them?</p> <p>R: No, I just feel like with them, that I would need to like be better and competently be always kind of on point.</p> <p>I: Ok, so tell me a bit more about how you feel not having them.</p> <p>R: Like I said, relieved and just like kind of glad I don't have them. To me I kind of feel like I don't need them cause I had them all the way through primary school. They taught me like the basics and now, it's like I can just learn by myself.</p> <p>I: So what we're going to talk about now is how you would change this school if you could. So how we're going to do this is firstly, in an ideal world what would your perfect school be [further explains task]. So we'll be doing this by me asking you some questions, so. The first one is the school. Think about the kind of school you would like to go to. It's not a real school, make a quick drawing of the school in the middle of the paper.</p> <p>R: Um, I think I would like it to be this school just a little bit different [starts drawing].</p>	<p> Suzanne Edmondson Prefers no having support</p> <p> Suzanne Edmondson Pressure that comes with support</p> <p> Suzanne Edmondson Pressure that comes with support</p> <p> Suzanne Edmondson Glad to not have support</p> <p> Suzanne Edmondson Support in primary beneficial</p>
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<p><u>Underlying tone of wanting everyone to be together. Supports previous ideas around lots of friendships</u></p> <p><u>Would like to take away the barriers in school that separate her from some of her friends – importance of friends over lessons</u></p> <p><u>Again socialising and friendships are the priorities – better to know everyone – something protective about this?</u></p> <p>Likes practical activities</p>	<p>I: So there's your school, lovely. So I want you to tell me three things about this school. What kind of school is this?</p> <p>R: Um, a secondary school. Um, the classes are less divided than this school.</p> <p>I: When you say less divided what do you mean?</p> <p>R: So like, we have opposite side of years and they are more organised but like when you're friend, when most of your friends are on the opposite side of the year you kind of want to be more together.</p> <p>I: Oh, I see so is your year group divided?</p> <p>R: Yeah. We have like a Y side and an X side and I think I'm on the X side.</p> <p>I: So you would rather it was just all together?</p> <p>R: Yeah.</p> <p>I: And why would you rather it was all together.</p> <p>R: Because you can just socialise more and I feel like it's going to be easier for you to make friends when you come here so that you kind of just get to know everyone, know them better.</p> <p>I: Tell me something else about this school.</p> <p>R: Um, more creative classes. So like in art doing something other than drawing portraits and stuff like that and do more creative things like photography and sculpting and stuff like that.</p> <p>I: Ok, so lets have a think about the classroom. Have a think about the sort of classroom you would like to be in, make a quick drawing of this classroom in the school, so you can draw it to one side if you want.</p> <p>R: Um, [starts drawing]...all working on tables.</p>	<p> Suzanne Edmondson Preference for everyone being together</p> <p> Suzanne Edmondson Socialising</p> <p> Suzanne Edmondson Creativity</p> <p> Suzanne Edmondson Practical lessons</p>
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<p><u>Considers creativity to be important</u></p>	<p>I: So what would these children be doing?</p> <p>R: Um, creative things. I would like all people to have at least one instrument.</p> <p>I: Ok, so everyone will play one instrument.</p>	<p> Suzanne Edmondson creativity</p>
<p><u>Using previous ideas to inform her ideas</u></p>	<p>R: Yeah, they actually used to do that.</p> <p>I: Really, what did you used to do?</p> <p>R: Um, they changed it before I got here, my sister used to play the trombone, she wasn't very good.</p> <p>I: Ok, so all the kids, they would be wearing their own stuff, they would have to play an instrument can you tell me something else about what they would be doing?</p>	
<p><u>Considers practical activities to be important</u></p>	<p>R: Um, I think they would be like more practical and outside for games, something like that.</p> <p>I: Can you tell me a bit about the personalities of those children?</p>	<p> Suzanne Edmondson practical lessons</p>
<p><u>Indication that individuality is important without social constraints. Also an indication that this currently isn't the case and that there is a pressure to conform – what is this like when you have identified yourself as different from the norm?</u></p>	<p>R: Um, creative, um, kind of down-to-earth. Mmm, just like I don't know, their own person so they don't have to copy anyone or like follow the crowd and just do it their own way.</p> <p>I: So now I want you to think about the adults at this school. So make a quick drawing of some of these adults. Again you can do stick people and we can talk around it if you want to.</p>	<p> Suzanne Edmondson creativity</p> <p> Suzanne Edmondson individual/ unique</p>
<p><u>Understand importance of being smart for work but feels individuality should take priority</u></p>	<p>R: Um, I think you would have like, I would have like people here at my school and they would probably be like wearing their own clothes but kind of like what they were now so they're uniformed but their own clothes, a dress code.</p> <p>I: What would these adults be doing?</p>	<p> Suzanne Edmondson individual</p>

<p><u>Although she has previously indicated that she does not want or need additional support she seems to want opportunities to work one-to-one with a teacher when stuck</u></p>	<p>R: Um, just helping people understand their subject more and if a student is having trouble with that subject that student can like go up to that teacher and that teacher can like tutor them in that subject.</p>	<p> Suzanne Edmondson help from others</p>
<p><u>Indication that not all staff are approachable and welcoming. 'don't really know how to explain it' – indicates she has picked up on a problem but doesn't have the words to explain it adequately</u></p>	<p>I: Ok so in your ideal school you would have teachers available to do a bit of tutoring in subjects. Can you tell me a few things about those adults, about them?</p> <p>R: Um, I think they would just be like, um, I don't really know how to explain it but I think they would just be like more helping and more kind of welcoming to new students.</p>	<p> Suzanne Edmondson help from others</p>
<p><u>Seems to place importance on building relationships and helping others – away of vulnerable others.</u></p>	<p>I: So what would being welcoming look like?</p> <p>R: Um, maybe like assigning a new student to like another student that's been here for quite a while and letting that student sort of mentor them and show them they're way around school.</p>	<p> Suzanne Edmondson help from others</p>
<p><u>Maybe something she would have liked?</u></p>	<p>I: Did you have that when you came here or not?</p> <p>R: No.</p>	
<p><u>Even in this school she feels she would be different</u></p>	<p>I: So now we need to think about you and putting you in this ideal school. So if you want to do a little drawing that represents you in this school?</p> <p>R: Um, I don't really know. I think I would just be like a normal student, kind of be like everyone else in the school but like different.</p>	<p> Suzanne Edmondson different</p>
<p><u>Her perception of a 'normal student'</u></p>	<p>I: What do you mean when you say that?</p> <p>R: Kind of look for my friend and just try and enjoy school.</p> <p>I: Ok, [looking at drawing] so there's you in your perfect school. Tell me three things about the way you feel in your ideal school.</p>	<p> Suzanne Edmondson friends</p>

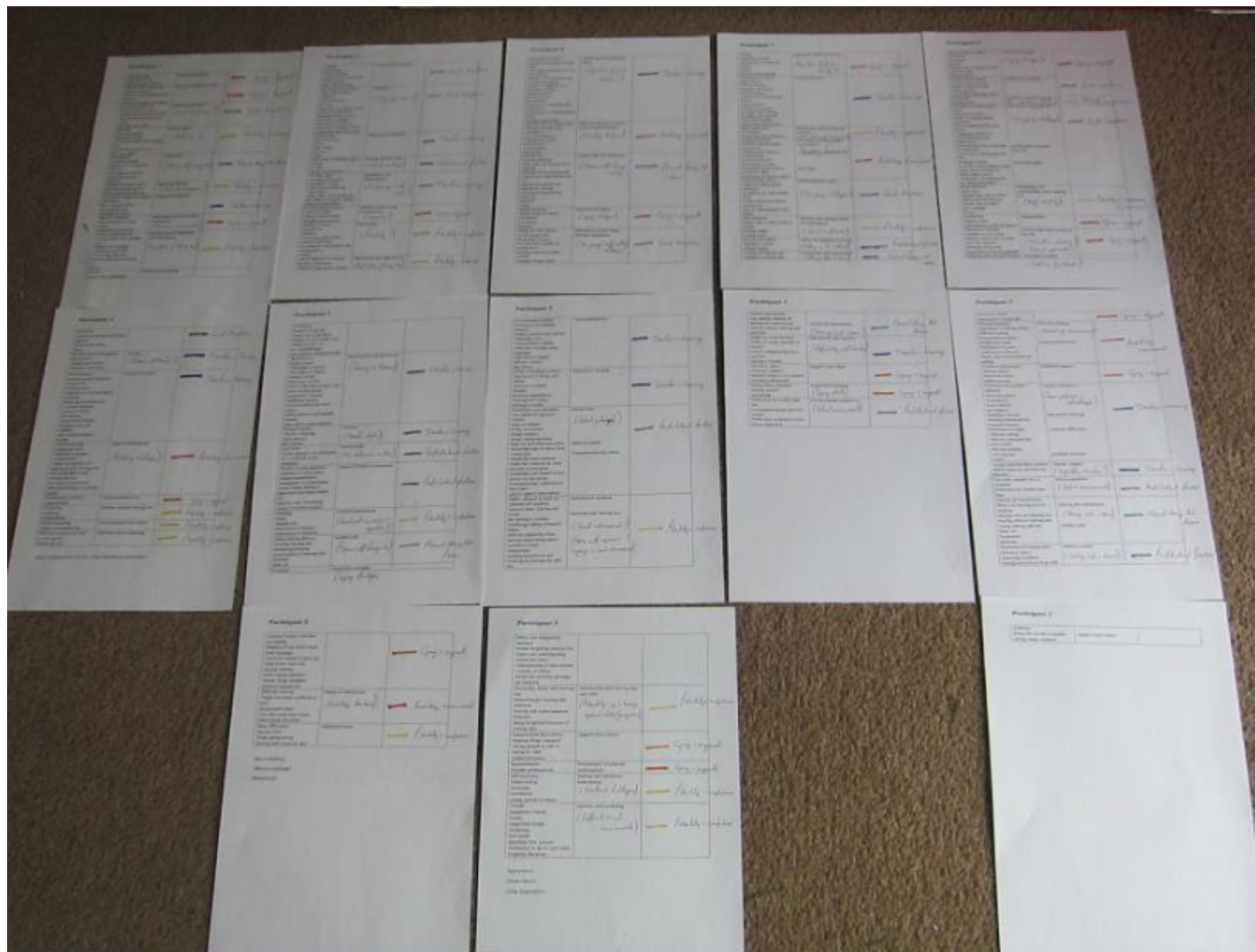
<p>Indication that people don't like to be bombarded with questions, - does she sympathise with this as previously she seemed to describe such occasions. Indication that she is worried about pressure but would like people available for support rather than it thrust upon her</p> <p>Pressure around GCSEs</p> <p>Likes to remain independent if possible</p> <p>Importance of bringing everyone together</p>	<p>R: A little more at ease because I'm in my own clothes, um, more welcoming to new students not like bombarding them with loads of questions, and kind of not under too much pressure so if I need the help I can just ask someone to tutor me.</p> <p>I: Ok, so when you say not under too much pressure?</p> <p>R: Like pressure to do well in your GCSEs.</p> <p>I: So you feel like it would help you to have a tutor to help you through that?</p> <p>R: Yeah but I know that I can like, kind of, um, kind of like do it on my own and if I do need any help I always just ask someone.</p> <p>I: Ok, so what kind of things do you usually ask for help with?</p> <p>R: Um, just like if I have homework that I don't understand I can ask the teacher help for that, um, I don't really know.</p> <p>I: So, we have a nought at one end and a ten at one end of this scale and we have your perfect school at a ten, where would we put this school at the moment?</p> <p>R: Um, I think it would be like in the middle.</p> <p>I: Yeah? Do you wanna pop a line down? So this is your school now, it's about a five. If we were going to have it at a six so it was a bit closer to your ideal school what would we need to change?</p> <p>R: Just making it more together and easier to socialise with like the years, not the years but like, when you have like separate sides to just make it more like together.</p> <p>I: Ok, so that would take it to a six?</p> <p>R: Yeah.</p>	<p> Suzanne Edmondson individual</p> <p> Suzanne Edmondson curiosity from others?</p> <p> Suzanne Edmondson Pressure to do well</p> <p> Suzanne Edmondson Help from others</p> <p> Suzanne Edmondson pressure</p> <p> Suzanne Edmondson no need for additional support</p> <p> Suzanne Edmondson help from others</p> <p> Suzanne Edmondson help from others</p> <p> Suzanne Edmondson bringing everyone together</p> <p> Suzanne Edmondson socialising</p>
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<p><u>Wants more control over what wear but aware of the need for a dress code and rules in society</u></p> <p><u>Is this something that she has done? Again indication that she sometimes gets into trouble</u></p> <p><u>Seem to be some difficulties around noise during key socialising points.</u> <i>'Try and focus' indicates that this may be difficult for her in these settings</i></p> <p>Recognises that there is a difficulty but recognises that there will be similar difficulties in the future. She would rather learn how to deal with them now than be protected and then struggles in the future</p>	<p>I: What would take it to a seven?</p> <p>R: Um, probably just like, either having no uniform or being more creative within lessons.</p> <p>I: Ok. What is it about this non-school uniform and being an individual that you like so much?</p> <p>R: Um, cause I kind of think it makes you more creative and thinking about what you wear, but there needs to be a dress code in case like it's like inappropriate. I find I'm more comfortable in my own clothes and that they can kind of like prepare us for when we get a job and we have a dress code, uniform there.</p> <p>I: Ok, so it looks like to get closer to your ideal school we would get rid of the divide through the school to make it more sociable so you could have a bit more of that, get rid of school uniform and get a bit more creative. That seems like what you want. Is there anything else you would change about this school, this actual school that would make it easier for you?</p> <p>R: Probably like going home at lunch but like coming back, so like if you've like forgot your book and you have like homework due in you can just like tell the teacher that you can have it like last period or lesson and you can just go home and get it.</p> <p>I: So when we first met you showed me the drawing of the ear and that had some things that were quite difficult for you in it. Is there anything this school could do to make those things easier?</p> <p>R: I don't really know to be honest.</p> <p>I: Because at the beginning you mentioned background noise and things, where does that happen the most?</p> <p>R: Like in the canteen, at break and sometimes at lunch. But I just like try to focus and listen to the person.</p> <p>I: Would there be anything that could make that easier, is there anything the school could do?</p> <p>R: Um, I don't think they should, and I don't think I would want them to cause like, well we need to be prepared for when we actually leave, we'll have to like learn how to deal with it.</p>	<p> Suzanne Edmondson individuality</p> <p> Suzanne Edmondson creativity</p> <p> Suzanne Edmondson creativity</p> <p> Suzanne Edmondson future</p> <p> Suzanne Edmondson going home at lunch</p> <p> Suzanne Edmondson Background noise</p> <p> Suzanne Edmondson Being prepared for the future</p>
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<p><u>Seems keen to do anything practical and enjoy more creative ways of learning</u></p> <p><u>Desire to be out of school?</u></p> <p><u>Considers herself the same as everyone else other than the hearing aids – the one thing that sets her apart – I wonder how that makes her feel towards them?</u></p>	<p>I: Is there any other reasons you wouldn't want them to change those things?</p> <p>R: Um, I don't know, I don't really know.</p> <p>I: Anything else you would change about this school if you could to make life a little bit easier?</p> <p>R: More trips.</p> <p>I: What kind of trips would you go on?</p> <p>R: Um, I don't know just kind of like trips that take you out for a day.</p> <p>I: Anything else you would like to tell me about your experiences of being a pupil with a moderate hearing loss, or anything else you would like to tell me about what's it's like in the life of you?</p> <p>R: I don't really know to be honest. It's kind of like being the same as everyone else and just like having to go to school with hearing aids.</p> <p>I: Ok well I think we have covered everything. Thank you for your time and talking with me.</p>	<div data-bbox="1899 512 2168 564">  Suzanne Edmondson Trips out of school </div> <div data-bbox="1899 628 2168 681">  Suzanne Edmondson Same as others </div> <div data-bbox="1899 697 2168 750">  Suzanne Edmondson Hearing aids </div>
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APPENDIX 9

Photo from the analysis process showing the emergent themes and initial groupings of related themes for each participant



The left column contains all of the initial themes that were noted during step 4. They are grouped in the first column according to similarities that may be represented by a subordinate/superordinate theme. The second column details potential subordinate themes for the first column and the third column suggests tentative superordinate themes.

As a result of the process above the initial themes in the first column in the picture above were reduced to the following emergent themes, which were noted in the second column in the picture above.

Emergent themes p1	Emergent themes p2	Emergent themes p3	Emergent themes p4	Emergent themes 5
Support from others	Friends and socialising	Lesson preferences Difficulties in lessons	Supportive friends and family Importance of friends and family	Supportive strategies Coping strategies Organisation
Impact of additional support	Peer Group Peer group issues Diversity and individuality	Approach to learning Exams	Lessons preference Difficulties in lessons Exams Approach to learning	Friends and socialising
Difficulties with others Social functioning	School work and Exams	School ethos School policies Safety in school Frustration towards school	Relationship with hearing aids over time Acceptance of hearing loss	Emotions related to hearing loss
Self-perception Identity/ self-concept	Keeping to school rules School routine	Listening and speaking Insecurity over hearing loss Social embarrassment Expressing self	Difficulties hearing in school environment Peer noise	Peer understanding/challenges Dealing with unwanted attention Issues with peers Hiding hearing loss
Auxiliary aids Issues with hearing aids Radio aid	Dependence and independence Autonomy with work	Teachers understanding and ability Importance of good teachers	Relationships with peers Issues/challenges with peers	Relationship and understanding with hearing loss Identity as a deaf student
Remaining discreet Social embarrassment	Additional support and understanding Support	Difficulties hearing in certain environments/situations Auditory factors	Social confidence	Difficulties hearing Level of environmental noise
Approach to learning	Identity/ self-concept	Auxiliary aids and equipment Issues with hearing aids Radio aid	Emotional consequences of hearing loss	Additional support External professionals
Adaptations to accommodate hearing loss Academic accommodation	Relationship with hearing loss Implications of hearing loss Acceptance	Supportive strategies Coping strategies	Safety and happiness in school Fitting into school	Lesson preferences Academic difficulties Approach to learning Exams

Development of relationship with hearing loss Acceptance of hearing loss	Good lessons and bad lessons Learning in lessons	Difficulties in school linked with peer population Peer group difficulties/challenges	Relationship with hearing aids Hearing aid maintenance	Empathetic teachers Teacher support
Friends and socialising	Teachers Teacher style	Relationship with hearing loss over time Identity as a young person with hearing loss Isolating self	Relationships with teachers Difficulties with teachers	School population School environment
Teachers Issues with teachers	Impact of school environment	Support from others	Support from others	Hearing aid maintenance Implications of hearing aids not working Radio aid
Lessons Exams	Emotions experienced Emotional control/regulation	Involvement of external professionals	Supportive strategies Coping strategies	Safety in school Support from others
Impact of hearing loss Auditory challenges Communication with others Auditory environment	Auxiliary aids Issues with hearing aids Radio aids	Feelings and emotions experienced Emotional challenges	Environmental preferences School environment	Helping others Having a plan and structure to the day Proactive planning Personal organisation Strengths in school Positive feedback
Outside professionals	Coping strategies Supportive strategies	Friends and socialising Family support Isolating self		
Emotions around hearing loss	Impact of hearing loss Auditory factors			
Difficulties verbalising				

APPENDIX 10

Patterns/ connections between and across interviews

(P5) Auditory environment (P5) Environmental factors		
(P1) Approach to learning (P2) Dependence and independence (P2) Autonomy with work (P3) Approach to learning (P5) Approach to learning (P1) Lessons (P2) School work (P2) Good lessons and bad lessons (P2) Learning in lessons (P3) Lesson preferences (P3) Difficulties in lessons (P4) Lesson preference (P5) Lesson preferences (P5) Academic difficulties (P1) Exams (P2) Exams (P4) Exams/choices (P5) Exams (P5) Academic pressure (P1) Teachers (P1) Issues with teachers (P2) Teachers (P2) Teacher style (P3) Teacher understanding and ability (P3) Importance of good teachers (P4) Relationships with teachers (P4) Difficulty with teachers (P5) Empathetic teachers (P5) Teacher support	Approach to learning Lessons and school work Exams Importance of good teachers	Teachers and Learning

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